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ABSTRACT

The Student Museum and Center for the Social Studies was established in the community where this practicum was conducted in the 1985-1986 school year, as a part of the county school system. Two years were spent refurbishing the existing building and building exhibits. However, no curriculum existed for the full utilization of these exhibits. Eighth-grade students visited the museum with little or no preparation, few planned activities, and no follow-up to the visit. The exhibits did not formally enhance the existing eighth-grade curriculum, and thus many teachers chose not to participate. Also, the museum did not enhance any of the required objectives or units contained in the county curriculum guide or state requirements. The goals of the practicum were: (1) to enhance students' ability to successfully accomplish district and state requirements in social studies; (2) to establish a museum in-service program for eighth-grade teachers to promote better utilization of museum facilities; and (3) to enhance the over-all social studies program as it existed in the district. A museum curriculum was implemented, and an in-service program was developed to introduce teachers to the museum program. All of the schools that participated in the program met the objectives of the practicum. Results indicated that a social studies museum curriculum enhanced the students' ability to successfully accomplish local and state requirements, enhanced the over-all social studies program in the district, and led to better utilization of the museum facilities. (Author/JB)

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PRACTICUM REPORT

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Center for the
Advancement of Education
Ed.D. Program

Increasing Middle School History Students' Performance Through the Implementation of a Museum Curriculum

by

Donald L. Bates

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NOVA UNIVERSITY

Increasing Middle School History Students' Performance Through the Implementation of a Museum Curriculum

by

Donald L. Bates

Cluster XIX

A Practicum II Report Presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1989

PRACTICUM APPROVAL SHEET

This practicum took place as described.

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This practicum report was submitted by Donald L. Bates under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

June 4, 1989
Date of Final Approval of Report

Muriel L. Lundy
Dr. Muriel L. Lundy, Adviser

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ABSTRACT

Improving Middle School History Students' Performance Through the Implementation of a Museum Curriculum. Bates, Donald L., 1989: Practicum Report, Nova University Ed.D. Program in Early and Middle Childhood. Descriptors: Secondary Education / Middle School / Intermediate Grades / Junior High Schools / Grade 8 / History Instruction / United States History / Social Studies / Museums / Museum Education / Curriculum Development

This practicum addressed the problem of the lack of a formal curriculum at a social studies student museum. Students visited the museum with little or no preparation, few planned activities, and no follow-up to the visit. In addition, the lack of a planned curriculum resulted in the museum not formally enhancing the established eighth-grade curriculum. Also, the museum did not formally enhance local and state requirements such as Curriculum Frameworks Intended Outcomes, Student Performance Standards of Excellence, Free Enterprise and Consumer Education, and Comprehensive Tests of Basic Skills. The literature review disclosed a limited number of museum educational programs. Most references simply addressed the positive aspects of museum education.

The writer's goals were: (1) to enhance the student's ability to successfully accomplish district and state requirements in social studies; (2) to establish a museum in-service program for eighth-grade teachers so that the facilities of the museum could be better utilized by teachers; and (3) to enhance the over-all social studies program as it existed in the district. In addressing these goals, the writer implemented a museum curriculum revolving around the pioneer experience. In addition, an in-service program was developed to introduce teachers to the museum program.

All of the schools that participated in the program met the objectives of the practicum. Results indicated that a social studies museum curriculum enhanced the student's ability to successfully accomplish local and state requirements, enhance the over-all social studies program in the district, and led to better utilization of the museum facilities.

CHAPTER I

INTRODUCTION

Description of Community

The museum in which the practicum took place was located in one of the fastest growing counties in the southern United States. The county was experiencing a rapid growth in commercial areas, but still remained primarily a residential area. Traditional estate homes, contemporary patio homes, multi-family condominium complexes and over 20 planned unit developments were scattered throughout the county.

At the time of this practicum's implementation,the county had a population of approximately 300,000 residents. This growth could be directly traced to a number of events in the area's recent history. Perhaps the most important event was the building of a major tourist attraction in the area. Also, in 1968, the state established a university in the adjoining county. Major employers in recent years have located facilities within the geographic boundaries of the county. Each of these factors has had a profound effect on the rapid growth and change evident in the county today.

The socioeconomic make-up of the county was generally middle class. The median income was approximately $20,000

annually. Housing was available in prices ranging from very modest to well over one million dollars. However, there were areas of extreme poverty due to the large farming industry located in the eastern section of the county with its accompanying low-paid seasonal workers.

Writer's Work Setting and Role

The museum in which the practicum was conducted was housed in a former grammar school. This school was built in 1902 and was the first school in the area. The building housed both elementary and secondary students until a new high school was built in 1911. It was in this year that the school became a grammar school and remained so until its closing in 1985. The last major addition to the building occurred in 1916 when two wings containing three classrooms each were added to the existing structure.

In 1983, the county school board began plans to build a new elementary school to replace the 1902 building. A number of interested social studies teachers, under the guidance of the Consultant/Coordinator of Social Studies for the county, approached the Superintendent with a plan to save the 1902 building and turn it into a social studies museum. The Superintendent and school board supported the plan and the Student Museum and Center for

the Social Studies was born. The time from 1985 to the present was not only devoted to renovating the building so that it appears as it did in 1902, but also to constructing exhibit areas. The exhibit areas at the time of this practicum were the pioneer room, crafts room, 1902 classroom, and Timucuan Native American room. Each exhibit area attempted to create an environment rather than just a display of artifacts and realia.

The Student Museum and Center for the Social Studies had a potential audience of approximately 4,000 fourth-graders and 4,000 eighth-graders. The socioeconomic make-up of this potential audience ran the gamut. Students came from areas containing homes selling for over one million dollars as well as from government supported housing projects. In fact, 15% of the students came from families eligible for government programs such as free lunches, as determined by criteria established by governmental agencies. However, the majority of students came from areas which would be considered middle class. Parents' occupations ranged from highly skilled technical workers, educators, blue collar workers, and the like to migrant workers who were in the area seasonally.

The Student Museum and Center for the Social Studies is a part of the county school system. The county school system is a part of the state's public educational system, controlled by the cabinet, which sits as the Board of

Education. However, the local citizenry retains a great amount of control over the school system through an elected school board. In practice, the Board of Education establishes certain standards and policies for the educational system, but the actual implementation of these standards and policies is carried out by the local school board. Consequently, both the public and the teachers play an important part in the education of the county's children.

The county's philosophy stresses the education of the total child--the intellectual, the physical, and the emotional. In addition, the county provides for individual differences among students by offering differentiated learning experiences to meet individual needs. Each child's potential is developed in an atmosphere that is caring, encouraging, and challenging. Also, community resources and parents are utilized as important elements in a team concept of teacher-parent-child.

Academic classes within the county's schools are grouped according to the previous year's teacher recommendation and the student's standardized test scores. In order to better serve the needs of the individual student, four levels of academic classes are offered: remedial, basic, average, and advanced. All classes, with the exception of remedial classes, are considered to be on

grade level. Faculty members adjust their teaching and testing methods to best meet the needs of the students in each of these levels of classes. The average pupil/teacher ratio is 1:28.

The Student Museum and Center for the Social Studies had a staff of three resource teachers. Each resource teacher had specific responsibilities which were assigned by the Consultant/Coordinator of Social Studies. These responsibilities are considered to be at the district level and consisted of such tasks as collecting and disseminating materials, attending and presenting sessions at conferences, organizing and implementing in-service programs, and the like.

The writer's educational background is deeply rooted in the local school system. The first 12 years of his education occurred within the school system in which he is currently employed. The writer holds an undergraduate degree in social science education and a master's degree in social science/gifted education. He is certified by the Department of Education in the following subject areas: all social sciences, English, and gifted education. All areas of certification include a specialization in the education of the middle school student.

The writer has served the local school system for 19 years--2 years in his present work location and 17 years

at the middle school level. All years of service have been in the teaching of social studies: geography (3 years); United States history (14 years); and as a social studies resource teacher (2 years). During this time of service, the writer has been active in school-related programs at the local school level. He has served as the sponsor of both the Ecology Club for 14 years and the Beta Club for 4 years. In addition to these activities, he has served on various committees including the student handbook writing committee, the school philosophy writing committee, coordinator of the annual awards day program, the student outstanding citizenship committee, and the National School Recognition Program application committee.

The writer was active at the county level as well. He was one of six teachers who organized and established criteria for a county-wide social science curriculum day in which all county schools participate annually. In addition, he has served on the geography curriculum writing team which revised the seventh-grade curriculum and on the United States history curriculum writing team. He has also written Learning Activity Packages for use in the outdoor classroom. The writer has also served as a member of the county's textbook selection committee for United States history. In 1983, he was selected as the Outstanding United States History Teacher in the county and placed second in state competition. He has also been

selected as the outstanding social studies teacher, as well as the outstanding teacher for the school in the previous year. In addition, the writer has been chosen as the outstanding middle school social studies teacher by the state social studies organization.

In 1987, the writer became a resource teacher at the district level. The writer has had responsibility for the elementary social studies textbook selection as well as the development and implementation of a new elementary social studies curriculum guide. In addition, the writer developed a Constitution Bicentennial activity guide which has been used by all elementary and secondary schools in the district. The writer was also responsible for various presentations to the school board on topics regarding the social studies. The writer also coordinated two district-wide programs: the National Issues Forums and the Stock Market Game. In addition, the writer was responsible for the formulation and implementation of the Student Museum and Center for the Social Studies annual budget.

The writer was also responsible for the implementation of a Museum out-reach program known as Institute CREATE (Classroom Realia and Activities for Teaching). This program consisted of the selection of classroom teachers who have the responsibility for developing suitcase exhibits for use in individual classrooms. The exhibits were geared specifically to one

aspect of the curriculum which teachers believed could benefit from such an exhibit. The Museum has developed suitcase exhibits on the following topics: the West; Geography; Ancient Egypt; Ancient Rome; Economics; Explorers; and Medieval Ages. Each of these contains a curriculum guide and three-dimensional objects which are designed to be used by the students.

The writer's state and national duties include being a presenter at state, regional, and national social studies conferences. He has also been a guest lecturer at the local university as well as at various civic meetings. The writer has also taught social studies methods at the local university. In addition, he was one of the editors of an international social studies journal.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The Student Museum and Center for the Social Studies was officially established in the 1985-1986 school year. The following two years were spent in refurbishing the existing 1902 building so that it could be used as a museum. This refurbishing took the form of removing carpeting and sanding floors, removing all existing furnishings, adding a security system, and installing a climate control system. It was also during this time that certain exhibits were planned and constructed. However, no curriculum existed for the full utilization of these exhibits. It seemed plausible that to fully utilize the exhibits housed in The Student Museum and Center for the Social Studies a curriculum needed to be developed.

One of the results of not having a formal curriculum at The Student Museum and Center for the Social Studies was that the target population (eighth-grade) would not receive a quality educational experience from visiting the museum. Students visited the museum with little or no preparation, few planned activities, and no follow-up to the visit. A planned curriculum, with pre and post-visit

activities, would enhance the knowledge gained by the students from their visit.

A second result of not having a planned curriculum was that the exhibits did not formally enhance the existing eighth-grade curriculum. Many teachers would not participate in a program unless it related in some manner to the established curriculum. In addition, the program needed to be one of quality and of definite benefit to the students. The Museum did not offer a quality program and its usefulness and appropriateness was not perceived by all eighth-grade teachers.

In addition to the previously mentioned problem, the Student Museum and Center for the Social Studies program did not formally enhance any of the required objectives or units contained in the county curriculum guide. Also, the Museum did not formally enhance state requirements such as Department of Education Curriculum Frameworks Intended Outcomes, Student Performance Standards of Excellence, Free Enterprise and Consumer Education Objectives, and Comprehensive Tests of Basic Skills objectives. These areas needed to be addressed by the Museum before it could become be a viable option for many teachers.

A third result of not having a planned curriculum was that many students would not have the opportunity to have a quality hands-on social studies experience which will improve their attitude toward the social studies. It was

the writer's contention that middle school students need and enjoy such hands-on experiences. The curriculum afforded the opportunity to plan this type of experience for all students. These hands-on experiences could have the effect of making the student's social studies knowledge more concrete.

A fourth aspect of the problems was that the Student Museum and Center for the Social Studies program did little to enhance the student's enjoyment of social studies. The lack of a formal curriculum allowed the student the opportunity of participating or not. The establishment of a formal curriculum would have the effect of formalizing the museum visit. This formalization of the visit would have the additional effect of qualitatively improving the student's social studies knowledge.

The expense of each exhibit dictated the full utilization of the Student Museum and Center for the Social Studies. In addition, there were no hands-on exhibits of this caliber provided in the county or region. Therefore, the implementation of a formal curriculum would help ensure the full utilization of this facility.

Finally, there was a lack of an in-service program for teachers who desired to use the museum. Teachers who did not understand the scope of the museum's exhibits could not successfully utilize the display areas.

Therefore, the implementation of an in-service program would help teachers gain a sufficient knowledge base to successfully guide their students in the students' pursuit of social studies knowledge while at the museum. In addition, an in-service program would help each visiting teacher become more familiar with the offerings of the Museum.

In conclusion, the problem addressed by the practicum was that the county was developing a social studies student museum which contained various exhibits. A curriculum needed to be developed which would ensure the full utilization of these one-of-a-kind exhibits. The curriculum needed to be developed in a manner which would enhance the current county eighth-grade social studies curriculum, the State Curriculum Frameworks Intended Outcomes, Student Performance Standards of Excellence skills, Free Enterprise and Consumer Education objectives, and Comprehensive Tests of Basic Skills objectives.

Problem Documentation

In order to provide documentation of the problem, the writer turned to the Student Museum Task Force Report. This report dealt with a number of areas such as finance, staffing, use of facilities, curriculum, and letters of support. The Curriculum Committee sent each secondary

teacher a questionnaire (see Appendix A) containing various questions regarding the possible use of The Student Museum and Center for the Social Studies. The questionnaire was sent to seven middle schools in the county. Six of the seven middle schools responded to the survey instrument, which represents a return rate of 86%. The Student Museum Task Force compiled the responses to the survey according to question. The reader will find a more complete listing of responses in Appendix B. However, a number of responses will be discussed next.

Teacher responses to the question "How could a teaching museum be helpful to you in your teaching?" included various ideas. One of the responses most germane to this practicum was "enhancing students' understanding and view of curriculum areas." Many teachers expressed a need for a museum program which supported and enhanced curriculum areas. A museum curriculum designed to enhance current curriculum areas must be correlated to the existing curriculum guide as well as to state standards and requirements.

A second response to this question was "by allowing students to have hands-on experiences with the exhibits." The Curriculum Committee was most emphatic that the museum exhibits should be of the hands-on variety. This has been accomplished in the current exhibits. However, the lack

of a formal curriculum practically made the manipulative aspect of the exhibits useless.

Numerous other responses to the Curriculum Task Force questionnaire pointed to the need for a formal curriculum. Responses such as "the museum could serve as a basis for social studies instruction," "technique demonstrations," "simulation areas," "organize the museum so that classes could be taught there," "provide support and extension of the classroom," and "expanding social studies units" all point to the perceived need of teachers for a formal museum curriculum.

In addition to the above mentioned teacher comments to the Curriculum Task Force questionnaire (see Appendix A), a general question regarding the services the museum could offer was asked of responding teachers. Responses which pointed to the need for a formal curriculum included these: "make it a teaching museum," "provide curriculum materials for use prior to a visit," "have teachers conduct lessons during the visit," and "provide study guides for visits." It was obvious that teachers who responded to this survey clearly wanted a museum experience that related to existing curriculum and requirements. In addition, they wanted the museum to provide a quality educational experience for each and every student who visited.

Letters of support for a curriculum-based hands-on museum were also solicited by the Task Force. Letters were received from the local Chamber of Commerce, the Mayor, the state social studies organization, the state historical society, and the local university. Each of these letters contained a reference to a curriculum-based student museum. The reader may find these letters in Appendix C.

The writer also held informal discussions with eighth-grade teachers throughout the district. The results of these discussions indicated that teachers desired a museum program which correlates to the existing curriculum as well as to state requirements. Most believed that a program such as this would be easy to "sell" to administrators and would greatly enhance the existing program. In addition, teachers believed that such a curriculum should include pre and post-visit activities as well as specific lessons for completion during the museum visit.

In addition to the above mentioned informal discussion, the writer asked eighth-grade teachers to compete a short questionnaire (see Appendix D). The questionnaire was sent to 27 teachers and 21 were returned. This represented a return rate of 77%. The results of the questionnaire are presented in Appendix E. The responses to this survey clearly showed the perceived

need for a curriculum related both to the existing curriculum guide as well as to state requirements such as Curriculum Frameworks Intended Outcomes, Student Performance Standards of Excellence skills, Free Enterprise and Consumer Education objectives, and Comprehensive Tests of Basic Skills objectives.

Finally, the need for a formal curriculum has been documented by the writer's observations. When students visited the Museum without direction, they simply observed and did not participate in the enactive nature of the exhibits. It was clear, then, that a formal curriculum experience would enhance the students' social studies knowledge by providing a structured activity period into which the museum visit would fit.

In conclusion, the need for a museum curriculum correlated to the existing county curriculum guide, the State Curriculum Frameworks Intended Outcomes, Student Performance Standards of Excellence skills, Free Enterprise and Consumer Education objectives, and Comprehensive Tests of Basic Skills objectives has been shown in a variety of ways. Teachers have indicated a desire and need for a correlated curriculum through their responses to various surveys, questionnaires, and during informal discussions.

Causative Analysis

One of the major causes of the problem as it existed was a lack of commitment on the part of the staff. The major emphasis at the Student Museum and Center for the Social Studies has been the renovation of the building and the development of exhibits. The staff was not committed to developing a curriculum to enhance the students' viewing of the exhibits as well as appropriate activities for use with each exhibit.

A second cause of the problem was a lack of staff members. The county previously did not have staff members based at the museum who could successfully develop and implement a curriculum. The development of the museum has been a cooperative effort of volunteer teachers who devoted as much of their spare time as possible to the project. However, since there was not a large block of time provided to these volunteer teachers to develop an appropriate curriculum, none had been compiled.

A third cause of the problem was the lack of museum communication with the schools. It appeared that there was not a concentrated effort to get all schools and all teachers involved in the project. In order for the museum to be successful, a communication network needed to be established with all social studies teachers in the middle schools. This communication network could also serve the purpose of building support for the museum field trip as

well as ensuring that all teachers had the opportunity to have input into its development.

Another cause of the problem was that the museum did not enhance the county and state requirements in social studies. Teachers, especially at the middle school level, must justify the educational soundness of each class activity. The lack of a formal curriculum which enhances county and state requirements made this justification extremely difficult to accomplish.

An additional cause of the problem was the lack of museum in-service opportunities for teachers. Many teachers were not aware of the possibilities offered by the Student Museum and Center for the Social Studies. An in-service program, developed around the curriculum, would give teachers the opportunity to discover ways in which the museum could be successfully used to enhance their students' social studies knowledge.

A final cause of the problem was the under-utilization of the museum as an alternative social studies teaching opportunity. There are currently no other hands-on exhibits of this caliber provided in the county. Therefore, to justify the expense of these exhibits, they needed to be fully utilized by the teachers. The lack of a formal, coordinated curriculum has led many teachers to

view the museum as a teaching opportunity unworthy of consideration.

The Related Literature

A review of the related literature revealed a number of discussions regarding museum education and its implications. Hodgson (1986) indicated that a major problem in museum education is the extent of the museum visit's integration into the school curriculum. The author indicated that there was no better way to gain a love of learning than through actual hands-on work with the materials of a culture. In other words, students should not be passive recipients of a pre-interpreted museum message but should instead be allowed to explore and learn through active participation. In addition, Hodgson indicated that the museum should "prep" students before the visit, conduct tours, and provide instructional materials for the museum visit. According to the author, lessons from museum teachers appear to be a far superior way of delivering the museum message rather than lessons from another source such as the classroom teacher.

Ambach (1986) believed that museums and historic buildings could offer connections for children that ought to be a part of the formal curriculum. Museums can make past experiences real and also enhance the visual,

scientific, and historical literacy of each learner. In addition, Ambach believed that the kind of learning that takes place in museums has to do with higher-level learning skills.

Nangeroni, Vukelich, & Vukelich (1986) believed quality museum programs seem to be the exception rather than the rule. Many times the museum-going experience is not adequately related to the school curriculum. The authors suggested that pre-museum classes should be planned to integrate instruction with the content of the museum experience. In the authors' study, it was found that museums needed activities that encouraged such behaviors as creating, imagining, generating alternatives, and designing. A range of activities should be included so that all learning styles could be met. Nangeroni et al. concluded that children prefer to acquire information through creative, open-ended activities.

Norris (1985) indicated that history was made by ordinary men and women. A history museum allows us to understand the reasons why our community has come to be. The author believed that "history by the ounce," or real objects which are designed into a narrative and an environment, will help to crystallize, epitomize, and visualize the historical experience of a city and its people. History museums allow us to be historians because these exhibits contain real pieces of the past. The

museum experience allows the student to develop a continuing identity and a sense of heritage.

There is much imaginative teaching among secondary school social studies teachers according to Farrell (1985). However, teachers depend too heavily upon the strategies of using textbooks, recitation, and discussion. The author indicated that many museums offer workshops for teachers, but school systems have established curricula. School system officials are sometimes sensitive about interference with the established curriculum. As a result, schools may not be taking full advantage of museum programs. Therefore, the author believed that considerable groundwork may be necessary to gain the full cooperation of school officials.

Finkelstein, Stearns, and Hatcher (1985) indicated that museums are now designing exhibits and activities that appeal both to children's interests and their levels of understanding. In addition, museums are providing authentic settings for displays. Pre-visit orientations should be provided for teachers to give them the knowledge necessary to help children recognize the evolution of items common to the lives of their grandparents. Post visit activities will help assure that museum visits become an integral part of the children's learning. Museum personnel should also work with teachers to develop appropriate instructional materials.

Blackboards, textbooks, filmstrips, and maps are necessary but not entirely sufficient tools with which to teach young people the ways and histories of human beings according to O'Toole (1981). According to the author, students in the middle school are at Piaget's "concrete operations" level, which perfectly suits them to learn from a museum experience. The novelty of a museum visit serves to raise the curiosity of students who may have been jaded by the routine of classroom instruction. According to O'Toole, a museum visit can result in newly aware, curious, thinking, and informed children. Often times, the student who does the talking at the museum is the one who has not spoken in class. The museum visit helps students to think, understand, and open up. Opening up, the student's desire to learn more, is caused by the student's contact with and investigation of the objects that are used by the museum.

Alexander and Weinland (1985) stated that education is the primary purpose of American museums. Social studies teachers are besieged with demands for excellence in history, geography, economics, career education, and critical thinking. According to the authors, museum education could help social studies teachers meet these demands. Alexander and Weinland believed that social studies teachers overemphasize lecture/recitation, dependence on textbooks, and repetition of history

courses. According to the authors, social studies education must be improved--and one way is through museum education.

There is little difference between 30 years ago and 130 years ago to a young child according to Gonis (1985). It is important that museums allow one to start with the present rather than suddenly being immersed into the past. The use of primary sources brings history to human beings. Gonis asserted that history is not boring; the way it has been taught in the past is. Students who visited the Children's Museum of Indianapolis learned skills that they could apply to all future visits to other history museums. Specifically, the skills learned are those using primary sources of information. The experience would equip people to go back to their homes, neighborhoods, and other museums and be better historians and museum-goers. Students who are usually bored by history became much more stimulated when learning from primary sources.

McQuarie (1981) asserted that a museum is a place that belongs to the student. The student can touch, hear, see, and learn from history in a different form than often experienced in the classroom. Many museums encourage students to participate in various activities throughout their visit to the museum. Children look at history in a different way as a result of this active participation.

Shapiro (1981) stated that a chief aim of the social studies is to train students to think critically. Textbooks do not contain an adequate amount of source material to properly accomplish this task. Realia such as arcane tools and implements--as well as original source materials such as letters, documents, and old photographs serve to aid in the teaching of critical thinking skills.

Krucoff & Stanton (1985) reported that students who use museums to learn history have discovered they don't have to depend on textbooks to learn about the past. Tunnell (1986) indicated that many museums are actively acquiring and conserving the work of early photographers. In addition, museums are now exhibiting quality copies of original photographs. Photographs allow visitors to experience the past from a personal point of view. A museum which displays quality photographs, especially ones of local interest, offers another method of learning history out of the classroom.

Cart, Harrison, & Russell (1952) indicated that children profit most from a museum experience between the ages of 10-15. The authors suggested various crafts from an earlier time, such as weaving and rug-hooking. It was also suggested that teachers prepare students before bringing them to the museum. Early preparation allows students to easily follow explanations at the museum.

Questionnaires for historical museums will be more academic in nature. The questionnaires require the student to use his powers of observation to learn while at the museum. Teachers should be prepared by conducting a general instruction class, conducting visits to the museum, and giving out an instruction sheet which details what will take place at the museum. Cart et al. (1952) indicated that direct contact with artifacts always arouses great interest in children. Once children have held a specimen in their hands, they lose the feeling that they are looking at something totally inaccessible and totally devoid of human significance.

Ludlum (1970) contended that children learn by doing. As a result, children remember best what they discover for themselves, internalize, and then by conscious thought or intuition apply in new contexts. We have not made available to pupils the wealth of primary sources that exist to enrich every course in the social sciences.

Blahut & Nicely (1984) conducted a study which employed tactile learning activities in the treatment group. The students were allowed to manipulate three-dimensional objects during their museum visit. The authors stated that students are more likely to learn and remember when they are involved in a wide variety of learning experiences. Schools have a responsibility to foster these positive attitudes in students. The authors

believed that the work of Piaget and Gagne forms a sound basis for the inclusion of tactile learning activities in the school program. Piaget believed that objects are vital to the child's leaning through the first 12 years of life. Gagne stated that the objects should become more refined as the child grows older.

Leavitt (1986) reported that the Maine State Museum has designed an exhibit which concentrates on life in early Maine. This museum successfully presents life in early Maine through hands-on exhibits. As a result of this success, the Museum has been preparing new and expanded visitor guides for the use of all visitors.

According to Tilden (1984), children love to examine artifacts through all senses. The most notable urge is to know "what it feels like." Colonial Williamsburg reported that children whose teachers use advance briefing materials have better learning experiences from their museum visit.

Alderson & Low (1982) asserted that there was a growing trend in education to get the class out of the classroom and to provide concrete, tangible, on-site evidence of material contained in books. The museum should send instructional materials to the teacher in advance of the class visit. The museum needs to develop over-all objectives for interpreting to students. The need for the student to touch, feel, and handle objects

must be taken into consideration when developing objectives and learning activities. Anecdotes about people and their lives make the story more interesting. The inductive method has proven to be one of the most valuable techniques for museum education.

Zellers (1981) indicated that the experience a class derives from taking a field trip is not easily forgotten. Field trips afford the student a cadre of meaningful learning situations which are not available in the classroom. According to the author, an insufficient number of classroom teachers utilize this learning opportunity. Field trips are a valuable experience for students in the social studies.

Vanderway (1977) believed the museum must look at the program from the point of view of the students, school administrators, and teachers. A successful museum program needs tours that serve the needs of the audience. Museum programs should enhance the existing curriculum and must fill an acknowledged school/teacher need. In addition, the program must concern a subject that can be adequately discussed and visualized. Curriculum-related tours demand a knowledge of the objectives taught at the target grade level. The objectives should be developed in behavioral terms and contain points of emphasis. Learning takes place through the interpretation provided to the students by the tour guide. Interpretive methods should include

verbal and physical tour guide activities as well as verbal, cognitive, and physical student activities. Children react more positively to presentations if they can physically examine the objects, put things together, or make them work. Middle school students possess a basic store of experience and learning on which the museum visit can build. Most teachers will be looking for specialized learning experiences to fit academic needs. According to the author, any delivery method that allowed students to ask and answer questions or to verbalize their ideas will work well with middle school students.

Rayner & Speidel (1987) believed that museum educators need to understand Piaget's theory of intellectual development in order to develop appropriate educational materials for students. According to Piaget, the child who visits a history museum has the ability to coordinate two different viewpoints simultaneously. This is a prerequisite for acquiring a historical perspective. Middle school students are in a transition from concrete to formal operation and, consequently, can deal with higher levels of abstraction about the past. According to the authors, recent studies showed that history is traditionally taught in such a way that there is a basic incompatibility between adolescent intellectual growth and the way the subject is taught.

An alternative approach would be to present history as inquiry into the past, using concrete primary materials such as objects, photographs, maps, diagrams, and documents. The authors also stated that Bruner believed that students should become personally involved in question-posing rather than passively accepting prepared information. Additionally, they stated that Egan believes students from age 8 to 15 understand history best when it is presented as a series of anecdotes, facts, and dramatic events. Finally, the authors indicated that Gilligan believed history of everyday life, including the relationship to one's ancestors, is as significant as the "history of heroes" with its list of battle dates. The museum can help to accomplish these objectives.

Purta (1981) stated that social studies should foster an individual and cultural identity. Social studies should instruct students in data gathering, comparing items, and making decisions. Social studies teachers should connect the classroom with the community. A visit to a museum can further these ideals of social studies education.

Schug, Todd, & Beery (1984) indicated that if students do not perceive social studies as being valuable, then learning social studies will be adversely affected. Care needs to be taken to communicate to students the importance of social studies. Social studies is not

perceived as a particularly enjoyable subject by students. Student responses to a survey indicated that social studies was boring and courses tended to repeat with no new learning experiences. Students need more "real world" experiences which help them learn for themselves the importance of citizenship. According to the authors, social studies instruction could be improved by more field trips--especially to museums.

McFarland (1984) believed that textbooks were the dominant instructional pattern of social studies instruction. Textbooks could be enriched by providing students with a greater number of engaging experiences. Social studies could provide the student with a clearer idea of the value of social studies content as a base from which to make sense of the world. Students need to experience social studies classes as one of the most positive, vital, and indispensible educational influences in their lives. This goal can be attained with the help of museum education.

Robinson (1987) stated that a great deal of one's daily life consists of elements of the social studies. Teachers must get involved in the social studies and breathe life into the subject. Robinson also believed that students should experience the social studies, not only read about them. Active social studies results in more motivation, higher test scores, and happier students.

Chilcoat (1987) asserted that the past is ever present in every person and his society, and to understand either or both, students need to study their past. The social studies teacher needs to provide any number of historical experiences to give students the background to make judgments and comparisons. In addition, the author believed that social studies teachers need to promote attitudinal skills in learning.

Fouts (1987) stated that social studies has a low status among junior high students. A common perception among students was that social studies classes are boring and focus on irrelevant subject matter. In addition, students perceived social studies classes as having little involvement or active learning on the part of the student. Research indicated that students' attitudes toward social studies classes were tied to certain classroom environmental variables.

Bauer (1981) believed that social studies teachers may be the only people left in the student's world who are responsible for developing his or her understanding of the totality of what is real. Social studies teachers must foster a holistic sense of the student's place in time, space, and culture, and a willingness to face up to what we humans know about the human experience. Active education, and museum education in specific, could give

students the opportunity to confront reality through an understanding of what is and how it came to be.

Levstik (1986) stated that surveys have shown that young children do not indicate much interest in history as a school subject. However, students exhibited interest in the oral tradition of family history. Narrative and discussion, such as used in a museum, may help children make sense of history.

Atwood (1986) asserted that social studies is judged to lack importance, while not being particularly enjoyable or difficult. According to the author, the favorite subjects of students were those which included the opportunity for active learning or offered variety in learning activities. Social studies teaching tends to transmit low-level information from history, geography, and government. In addition, the author believed that lecture and recitation tend to dominate social studies classes.

In conclusion, there was abundant evidence from museum experts, theorists, and social science experts that museum education can not only increase a student's social studies knowledge but also improve attitudes toward the social studies in general.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of General Goals

The development of a student's social studies knowledge is very important both for the student's present and future success. As a result, the first goal of this practicum was to enhance the student's ability to successfully accomplish district and state requirements in social studies, which include State Curriculum Frameworks Intended Outcomes, Student Performance Standards of Excellence skills, Free Enterprise and Consumer Education objectives, and Comprehensive Tests of Basic Skills objectives. The second goal was to establish a museum in-service program for eighth-grade teachers so that the facilities of the museum could be better utilized by teachers of United States history. The third goal of this practicum was to enhance the over-all social studies program as it existed in the district.

Behavioral Expectations

An analysis of the literature which discussed museum education revealed a number of ways in which museum education takes place. Many of the sources suggested a

packet of study materials to accompany the students while they are pursuing knowledge at a museum. The writer chose the first three specific objectives for this practicum with this in mind. The fourth specific objective was chosen as a result of the hands-on nature of the exhibits currently housed in the museum. Therefore, the writer projected the following specific objectives for this practicum.

1. Upon completion of the museum visit, 75% of the eighth-grade history students will identify and discuss various aspects of the pioneer's life as measured by a score of 70% on a teacher-made assessment instrument.

2. Upon completion of the museum visit, 75% of the eighth-grade history students will demonstrate an understanding of the pioneer economic system by attaining a score of 70% on a teacher-made assessment instrument.

3. During the museum visit, 75% of the eighth-grade United States history students will analyze historic photographs making observations and inferences to draw conclusions about pioneer life as measured by an 80% completion of a packet of activity sheets.

4. During the museum visit, 75% of the eighth-grade United States history students will develop an understanding of pioneer life by observing and participating in various pioneer crafts, as measured by 90% of the students actively participating.

Evaluation Instruments

The first and second objectives were measured by the use of a detailed lesson plan (see Appendix F) and a learning packet (see Appendix G). This learning packet encompassed vocabulary, cabin construction techniques, the use of silhouettes, and general questions. The learning packet was designed so that it could be used in a directed manner or individually by students in an exploratory manner. The learning packet by which the objectives were measured was accomplished during the museum visit and contained exercises which could be completed in the pioneer exhibit. Students had 45 minutes in which to accomplish the activity.

The third objective was measured by the use of a detailed lesson plan (see Appendix H) and the completion of a packet of activity sheets (see Appendix I). The activity packet included a photograph study sheet and activities designed to help the student reach conclusions using photographs. The students had time to observe the photographs before beginning the activity. Students had 45 minutes in which to accomplish these activities.

The fourth objective centered around the curriculum written for the crafts room (see Appendix J). This specific objective was measured by the use of an observation instrument (see Appendix K) used in

conjunction with the curriculum. The observation instrument was used by the writer to record the number of students who actively participated in the activities located in the crafts exhibit. The observation instrument included the total number of students enrolled in the activity and the number of students who were actively pursuing one or more of the crafts.

One of the primary goals of this practicum was to enhance the student's ability to successfully accomplish district and state requirements in social studies. Therefore, the writer selected certain standards to include in each curriculum area. These selected standards included State Curriculum Frameworks Intended Outcomes (see Appendix L), Student Performance Standards of Excellence skills (see Appendix M), Free Enterprise and Consumer Education objectives (see Appendix N), and Comprehensive Tests of Basic Skills objectives (see Appendix O).

Mechanism for Recording Unexpected Events

When one plans a project which lasts for an extended period of time, provisions should be made for unexpected occurrences. In order to accommodate unexpected events, the writer kept a log (see Appendix P) for each day

eighth-grade United States history students were visiting the museum. The log contained a summary of the successes and failures which may have occurred during the visit. The log was reviewed periodically to ensure that the museum program quickly adapted to areas of concern.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

The acquisition of social studies knowledge is a very important part of a student's total educational process. A quality experience at a social studies museum would certainly enhance the student's social studies knowledge as well as his or her knowledge in general. A review of the literature disclosed a number of museum education methods which could be adapted to the writer's work setting. In addition, the literature disclosed a number of sources which supported the concept of museum education for students. A quality program, rather than just suggestions, for the acquisition of social studies knowledge at the museum needed to be developed. The development of such a program was one of the aims of this practicum.

A review of the literature disclosed a large number of sources which extolled the virtues of a museum visit for the acquisition of knowledge. Cart, Harrison, & Russell (1952) stated that the use of realia would increase the student's interest level. Once children have held a specimen in their hands, they begin to understand the significance of an era or event.

A visit to a historic museum would get students closer to the people they are studying and excite them about their study according to O'Toole (1981). The author believed that exposure to the physical remains of an earlier time should be a part of every student's social studies education. Students often begin to read books on the museum's subject as a result of the museum visit. Norris (1985) concurs with this view by indicating that students will better understand the subject area upon the conclusion of a museum visit.

Ludlum (1970) believed that much of our teaching has violated every law of learning as a result of not using primary sources. The author contended that museums were generally under-used in American education. The author suggested that field trips to museums would be of great benefit to students in their quest for knowledge.

Zellers (1981) believed that a field trip experience to a museum was one of the most effective teaching techniques. Field trips afford the student a number of learning situations which few classroom teachers utilize. Field trips, according to the author, are a valuable learning experience for students. Zellers' opinion correlates closely with that held by Farrell (1985). Farrell believed that schools are not taking full advantage of museum programs. In addition,

O'Conner (1983) believed that museums could provide an enlivening ingredient for social studies classes.

Schug, Todd, & Beery (1984) suggested that students of the social studies did not perceive the subject as particularly enjoyable. Predictable, routine teaching methods were used by teachers of the social studies. As a result, students did not perceive social studies as being an important subject. The authors suggested the inclusion of field trips and museums as a method to enliven the teaching of social studies courses.

Shaughnessy & Haladyna (1985) stated that past research showed social studies is the least liked subject by students. The authors discovered that the student's attitude toward social studies declined from grade four to eight. The use of interesting materials in social studies classes improved the student's attitude toward the course material. A trip to a museum was suggested as a way to inject interest in social studies courses.

Social studies experts also indicated the need for active learning in the social studies. Robinson (1987) indicated that learning social studies lessons should be fun and include student-centered activities rather than simply lecture. Students should experience the social studies, not only read about it. Active social studies, according to the author, resulted in more successful students.

Jarolimek (1986) indicated that children are intensely interested in objects of historical significance if they may actually handle and use them. According to the author, museums present invaluable opportunities for the teaching of historical elements. Consequently, social studies teachers should seize every opportunity to immerse their students in the disciplines of the social studies. Moffet (1977) expressed much the same opinion in that children learn by looking and listening. The author indicated that students need to be provided opportunities to handle realia. Maxim (1986) also concurred with this view by stating that field trips to museums encourage students to be involved in their education.

One possible solution to the problem of museum education suggested by many authors was for the museum to provide a concrete hands-on experience for students. Norris (1985) indicated that real items which are designed into a narrative and an environment can help the student crystallize and visualize the historical experience of a city and its people. Secor, Skolnick, & Bennett-Mendez (1987) reported much the same philosophy at the Staten Island Children's Museum. This museum aimed to create an environment for the visitor in which to learn local history. In addition, the goal of this museum was for the visitor to learn through concrete experiences--tactile, auditory, visual, and/or kinesthetic.

Nickerson (1985) indicated that when teenagers are allowed to participate in various activities that heighten their sensitivity to life in a different time period, their appreciation for that time period is enhanced. In addition, the author suggested the use of interpreters to help students learn about the displays. Nickerson also suggests the use of interpreters to demonstrate crafts and skills of the time period which students can then accomplish on their own.

Gonis (1985) reported the Children's Museum of Indianapolis used and displayed primary source material in its exhibits. This museum offered students a hands-on experience with the exhibits. Students were engaged in the use of history, rather than just viewing it. The museum's exhibits focused on historiography, which helped it to meet its goal of using a process approach to the teaching of history.

O'Conner (1983) reported that evaluations of hands-on experiences at museums showed that students learned more than they could have from a textbook. As a result, the grade averages of students increased and the social studies academic program was enriched.

Tactile learning activities have a definite and significant impact upon the attitudes of learners toward the content they are studying according to Blahut & Nicely (1984). Learners who exhibited a more positive attitude

toward the content of a subject did better academically when their competence was measured by content tests. The use of three-dimensional models and realia in a museum visit, along with the manipulation of these items, resulted in more learning taking place than that which could be expected in the regular classroom.

Beer (1987) reported that visitors to museums should engage in activities such as touching, manipulating, watching, and listening. Students responded more positively to exhibits that included objects and less positively to textual exhibits. This is opposite to the situation which prevails in most school classrooms. Museum curriculum, according to the author, is best defined as the activities, objects, and organizational processes and arrangements used by the museum staff and intended for or experienced by museum visitors for the purpose of fulfilling explicit educational goals. Therefore, a museum which has a formal curriculum will experience more success in delivering the message of the museum to students, and the students will be more successful in their pursuit of knowledge through the use of the facilities of the museum.

Burcaw (1983) indicated that exhibits in student museums should center around experience rather than instruction. The author reports that the Civic Center Museum in Philadelphia presents organized lessons based on

single topics. Museum teachers show and explain the exhibits to students as they tour the museum. Throughout the tour, students handle real objects and learn from this manipulation. Hodgson (1986) also indicated that the museum should offer the student the "real thing." However, Hodgson points out that a problem with museum education programs is the extent and nature of the museum visit's integration into the school curriculum. In other words, the museum visit must fit into the existing school curriculum to be of value.

Fouts (1987) suggested that most students do not enjoy social studies classes. The relationship between attitude toward a subject and achievement is correlational. Improving attitudes toward a subject may result in increased achievement and desire for continued and future study of that subject. A visit to a museum is one method to improve the student's attitude toward the social studies.

Jarolimek (1986) indicated that children are intensely interested in objects of historical significance, particularly if they are allowed to examine and handle them. Moffet (1977) stated that children learn by looking and listening as well as through opportunities to observe and touch realia. Maxim (1987) supported enactive learning through the use of realia at student

museums. Enactive learning, according to Bruner, allows students to experience "things."

Vanderway (1977) suggested that children seem to react more positively to a museum presentation if they can physically examine the objects on exhibit, putting them together, or making them work. Most participation is seen as involving the students in some physical activity which allows them to be a part of a process or to use a number of senses to physically examine objects. Vanderway indicated that active participation by students can take the form of verbal or cognitive activities as well as physical activities. Appendix Q contains a listing of Vanderway's student activities for museums.

The review of the literature showed the many positive factors involved in the use of concrete, hands-on experiences for students visiting a museum. A possible negative aspect of this particular solution was the cost of replacing or repairing items which may be broken as a result of their use by the students. A further consideration was the safety of the students. Items which were to be used by the students needed to be designed and displayed in such a manner so that they did not present a safety problem at the museum.

The literature review disclosed a second solution to the problem addressed by this practicum. This second solution centered around providing pre and post-visit

activities. Nangeroni, Vukelich, & Vukelich (1986) also indicated that pre-museum, museum, and post-museum activities should be planned in consultation with the classroom teacher. Nangeroni, Vukelich, & Vukelich contended that pre-visit activities should be conducted in order to successfully blend the museum program into the existing curriculum.

Finkelstein, Stearns, & Hatcher (1985) believed that museums should provide pre-visit activities to students who are visiting the museum. In this manner, students will be better prepared to understand their visit to the museum. The authors believed that museum programs are most effective if pre-visit activities are included in the museum curriculum. In addition, follow-up activities assured that the visit will become a major portion of the children's learning experience. O'Conner (1983) indicated that two pre-visit activities should be required of the students. These activities should be designed to help the students become aware of the time period depicted by the museum's exhibits. The result of these activities would be students better prepared to accept the museum's message.

The use of pre and post-visit activities was well documented in the literature. However, the teacher of eighth-grade United States history is concerned with meeting all class requirements in a limited period of

time. Therefore, some teachers might not devote the time necessary to these activities because of a perceived lack of time or importance. In order for the program to reach its maximum potential, this problem should be addressed by teachers.

A third solution for the problem addressed by this practicum revolved around the use of learning packets during the museum visit. Cart, Harrison, & Russell (1952) indicated that a good way to get children to think about what they are seeing is to give them a questionnaire published by the museum. This questionnaire should be filled out during the course of the museum visit. The authors indicated that questionnaires for historical museums will be academic in nature. Questionnaires require students to use their powers of observation to learn during the museum visit. In addition, questionnaires provide a means of checking the knowledge gained by the students during the visit.

Franco (1985) indicated that learning packets allow an exploration of history from many perspectives. The author reported that the Museum of Our National Heritage has produced a number of successful learning packets associated with its exhibits. These learning packets allow an exploration of history from different approaches, such as historical archaeology, material culture, social history, or historical preservation. Benedict (1971)

encouraged the use of learning packets which contain pages for drawing, expository writing, descriptions of objects, vocabulary, and instructions.

The use of learning packets seemed to be a viable solution to the problem addressed by this practicum. A negative aspect of this solution was the cost of printing the packets, which would have to be absorbed by the museum budget. In addition, students might not be prepared to write during the visit. This problem can be corrected by supplying pencils and clipboards to each student for use during the museum visit.

The review of the literature disclosed a fourth method for solving the problem addressed by this practicum. This fourth method was through the use of interpreters in the museum. Nickerson (1985) indicated that interpreters should demonstrate crafts and skills associated with the exhibits in the museum. O'Toole (1981) indicated the give-and-take between students and interpreters in the museum strengthens the students' ability to get outside themselves and see a problem or situation from the perspective of other people. McQuarie (1981) further suggested that questioning techniques by the interpreter can lead children to want to participate in the past.

Finkelstein, Stearns, & Hatcher (1985) suggested interpreters should work with the classroom teacher to

develop appropriate instructional materials for the visit. Burcaw (1983) suggested the use of interpreters to show and explain exhibits to students. Alderson & Low (1982) indicated that interpreters should be involved in tour-lectures, and give-and-take discussions with students. Give-and-take discussions allow the students to be actively involved in the interpretation of the museum exhibits, according to the authors.

Vanderway (1977) indicated that there are many methods available to help get the interpretive message to students. The interpreter should choose the method best suited for the age group with which he or she is working. The author suggested the development of a presentation with a number of methods of delivery. The reader may find a listing of suggested interpreter delivery methods in Appendix Q.

The use of interpreters is expected in most museums. The major negative aspect of this solution is the number of students which can be successfully dealt with at one time. The groups need to be small enough for the interpreter to be able to communicate with the group on a small-group basis. If the groups are too large, the interpreter will not be able to successfully relate the museum's message to the students.

A fifth solution to the problem addressed by this practicum was revealed in the literature review. Many

authors suggested the use of an in-service program to better acquaint teachers with the programs offered by the museum. Ludlum (1970) suggested that in-service programs designed to instruct teachers in knowledge were beneficial to teachers planning field trips to museums. Ambach (1986) stated that teachers who understood interpretation at a museum were better prepared to help students interpret the museum's realia.

Finkelstein, Stearns, & Hatcher (1985) suggested that teachers and museum personnel should work together to provide the best possible program for students. In addition, teachers who are involved with the formulation of the museum program will be better prepared to help students during the visit. Farrell (1985) suggested that the use of in-service programs to orient teachers to museum programs is valid. However, the author stated that school systems have set curricula, and school officials are sometimes sensitive about interference with those curricula. Therefore, considerable groundwork may be necessary to gain the full support of the school system's officials.

The use of in-service could present a problem. The in-service session would have to be held at the end of a school day. Many teachers do not wish to participate in an activity after they have taught the entire day. Therefore, the in-service sessions might need to be

scheduled at each individual teacher's or school's convenience.

Upon the consideration of each of these solutions to museum education, a number of general drawbacks came to mind. First, the use of the museum must share time with the existing curriculum. Many social studies teachers now feel pressured to make sure all state and local requirements are met. Next, the museum visit must be carefully integrated into the course material. Few teachers will devote time to a museum visit if it does not logically fit into their course material. Finally, teachers of other subjects will need to be understanding when students are not present in their classes. This will be especially true when a social studies teacher takes a class to the museum and teachers of other subjects have classes containing only a few students.

Description of Selected Solution

The solution to the problem of the museum not having a curriculum was based on the various methods and strategies for museum education described in earlier sections of this paper. Specifically, the program consisted of a selection and blending of techniques which were used in museum educational programs. Each of these methods was adapted to meet the specific needs of the

social studies teacher. The writer selected these methods and strategies from the five major areas described in the previous section.

The first area from which methods and strategies were selected was the use of concrete or hands-on experiences. Students were given opportunities to actually handle and examine realia housed at the museum. This part of the solution was chosen in an attempt to provide students the opportunity to experience another time period in history. In addition, the use of hands-on activities made the museum more "real" to the students and satisfied the students' desire to handle and manipulate the objects about which they are learning.

The second area from which methods and strategies were chosen was pre and post-visit activities. The pre-visit activities (see Appendix R) and post-visit activities (see Appendix S) were related to the message of the museum and will be provided to classroom teachers prior to the visit of the class. The use of these activities by the classroom teacher enhanced the students' knowledge prior to the visit and also served as a culminating activity after the museum visit had been accomplished.

The third area from which methods and strategies were chosen was the development of a curriculum and learning packet for student use at the museum (see Appendices F, G,

H, I, and K). This packet was developed by the writer and included activities appropriate for various ability levels. The packet related directly to the exhibits which were viewed by the students and was completed during the museum visit.

The next part of the solution strategy encompassed the use of interpreters to deliver the museum's message to the students. The interpreters consisted of the writer and the classroom teacher. Opportunities were provided to allow the classroom teacher to become familiar with the materials housed in the museum so that he or she could successfully lead the students in their pursuit of social studies knowledge.

The opportunity for classroom teachers to become familiar with the museum and its curriculum was provided during in-service training sessions. These sessions were held at the museum and conducted by the writer. The in-service program related directly to the curriculum and the materials housed in the museum. The in-service program (see Appendix T) allowed each classroom teacher to become familiar with the curriculum and the operation of the museum. In this manner, the class visit was more successful and contributed to the students' knowledge of social studies.

The combining of various museum education techniques satisfied the first goal of this practicum--to enhance the

student's ability to successfully accomplish selected district and state requirements, which included State Curriculum Frameworks Intended Outcomes (see Appendix L), Student Performance Standards of Excellence skills (see Appendix M), Free Enterprise and Consumer Education objectives (see Appendix N), and Comprehensive Tests of Basic Skills objectives (see Appendix O). The learning experiences provided for the students were correlated to each of these requirements and were so noted in the curriculum guide.

The second goal of this practicum, to establish a museum in-service program for eighth-grade teachers so that the facilities of the museum can be better utilized by teachers of United States history, was accomplished as a result of the implementation of the museum curriculum. The writer provided opportunities for in-service workshops to be held before each class visit to the museum.

The third goal of this practicum, to enhance the over-all social studies program as it existed in the district, was also accomplished as a result of implementing the museum curriculum contained in this practicum. The curriculum was based on requirements each teacher of United States history must meet and thus enhanced the current program. The curriculum offered teachers another method of developing certain required understandings in their students.

The four specific objectives stated for this practicum were met by the implementation of the curriculum. Each of the objectives was designed to be accomplished during the student's visit to the Student Museum. The writer collected and compiled the results from the learning packets to determine the success rate for each of the specific objectives. The attainment of these objectives enhanced the student's ability to successfully meet certain required criteria as established by the district and state. In addition, the Student Museum program helped the district develop a sound social studies program which ensured the student's academic and social successes, both in the present and the future.

Report of Action Taken

The solution strategy began with a number of preliminary activities. The first of these was the printing of the curriculum guide and Learning Activity Packet (see Appendices F, G, H, I, J, R, and S). Each of these items was printed in-house by the district printshop. The cost of printing and binding of these documents was therefore absorbed by the district rather than by the Student Museum.

The reader should note that the time required for duplicating materials can be quite extensive. Therefore,

it was important to allow ample time for duplicating to occur. Due to the number of pages, the binding process, and the fact that other district printing requests were also being processed concurrently, the time required for delivery of these documents was approximately three weeks. This did not present a problem to the implementation of this practicum due to the fact that the printing was being accomplished during the summer.

A second preliminary activity was the preparation of various other necessary documents. These documents included copying the School Tour Request Form (see Appendix U), the In-service Agenda (see Appendix T), and the Museum Evaluation Form (see Appendix V). Due to the limited number of copies needed of each of these forms, duplication was accomplished in-house at the Student Museum.

The final preliminary step in implementing this practicum occurred during the required district-wide social studies In-service day. The Consultant/Coordinator of Social Studies announced the implementation of the Student Museum curriculum and the fact that an In-service program would be conducted after school in three weeks.

Upon the completion of the aforementioned preliminary steps of the solution strategy, the teacher In-service program was held at the Student Museum. Due to contractual limitations within the district, this In-

service program could not be required of teachers. However, each middle school was represented by its social studies department chairperson. In fact, the majority of middle school American history teachers attended the meeting. The district has a total of 31 middle school American history teachers. Of this number, 28 attended the Student Museum In-service program. The remaining 3 teachers were in-serviced at their individual schools by the writer.

The Student Museum In-service program was conducted according to the agenda presented in Appendix T. Each teacher was given a curriculum guide to take back to their school with them. The writer discussed each area of the Student Museum and the relevance of the Student Museum program to American history as it is taught at the middle school level. In addition, the specific objectives for each area were discussed as well as the correlation of these objectives to the Department of Education Curriculum Frameworks Intended Outcomes, Student Performance Standards of Excellence skills, Free Enterprise and Consumer Education objectives, and Comprehensive Tests of Basic Skills objectives. The final activity of this phase of the In-service involved discussing the pre and post-visit activities. The writer stressed to each teacher that these activities were not required in order to visit

the Student Museum. Rather, the pre and post-visit activities would enhance the student's experience.

The next phase of the Student Museum In-service involved touring the facility. Each teacher was given a Learning Activity Packet for the Pioneer Room (see Appendix G) and the Lobby (see Appendix I). The Crafts Room did not have a Learning Activity Packet associated with it but is rather an active hands-on experience. The writer gave a brief tour of each area, explained the objectives for the area, and then allowed the teachers to complete a selected portion of the Learning Activity Packet for that area. In this manner, the teachers actually experienced a portion of what their students would be working on during their visit.

Upon the conclusion of this portion of the In-service, the writer and teachers re-assembled in the meeting room for a question and answer period, Most of the questions centered around technical points. The major question, which needed to be answered and made clear, concerned cost. It was emphasized that the tour was free, that the district would provide substitute teachers for the day, and that busses would also be provided by the district. Each teacher was then given a Museum Tour Request Form (see Appendix U) and asked to select their desired dates and return the form via courier as soon as possible.

The next phase of implementation was the scheduling of school visits. Due to the large number of eighth-grade students housed in each middle school, each school had to determine the scheduling method which would best meet its needs. One school chose to spread its visits over the school year. The other schools, however, chose to bring all the their students within a concentrated period of time. Therefore, the writer dated each School Tour Request Form as it arrived and scheduled that school for its visit. In the event two schools wished to visit on the same dates, the time of receiving the school's Tour Request Form determined the dates assigned to each school.

Upon the completion of the tour scheduling phase, the Consultant/Coordinator of Social Studies contacted the Transportation Department to schedule busses for each school. The writer then copied each school's Tour Request Form to confirm that school's tour dates and bus arrangements. In addition, the writer called each social studies Department Chairperson prior to the school's scheduled visit. This call served the purpose of answering any last minute questions which may have not been previously answered. In addition, the call kept the lines of communication open between each school and the Museum.

The next phase of the solution strategy of this practicum revolved around the actual implementation of the

Museum curriculum. Eighth-grade students visited to experience the Student Museum and the curriculum. Each school was greeted upon arrival at the Student Museum. The students were taken to the auditorium for a brief introduction to the program, what was expected of the students, and the schedule for the day. In addition, a short history of the building was included in this discussion.

Upon the conclusion of the introductory phase of the program, the students were divided into three groups. It was decided that dividing the students into three groups would result in more manageable groups of approximately 25 students. However, a drawback to this plan was that it became necessary for the teachers to conduct a portion of the tour. The writer decided that the lobby would be the most logical area for individual teachers to conduct. This was because this area did not require a large amount of technical expertise or knowledge. Each teacher, without hesitation, agreed to conduct this activity. It was discovered that students enjoyed their teachers teaching them outside the normal classroom. In addition, the fact that students would be with a familiar person at one point during the day seemed to place many students at ease. Therefore, it became quickly established that students would move from area to area and from one interpreter/teacher to another.

The conclusion of the program included escorting each group to the bus, answering any questions which individual students might have had, and saying an official "good bye" to each group. This personal attention given to students and teachers was most appreciated. In addition, it served as a logical conclusion to the visit. Many teachers commented that they liked the way the students were greeted upon arrival and were wished a pleasant day at the conclusion of the program. This seemed to make the Student Museum tour "less formal" and allowed students to open up quickly with questions and begin participating in the program immediately.

The final phase of the implementation of this practicum involved a number of steps. The first of these was compiling the results of the Pioneer Room Learning Activity Packet (see Appendix G) to determine the attainment of Objectives One and Two. This was accomplished throughout the implementation period. Objective Three was concerned with the Lobby Learning Activity Packet (see Appendix I). Again, results were compiled throughout the implementation period. Objective Four encompassed the use of the Observation Instrument for the Crafts Room (see Appendix K). A detailed discussion of the curriculum implementation results will be presented in Chapter V of this report.

A second portion of the final phase of implementation was the compilation of results from the Museum Evaluation Form (see Appendix V). The reader may find the results of this form in Appendix X. In addition, a discussion of these results may be found in Chapter V of this report.

The last portion of the final phase of implementation was the submission of a report to the Consultant/Coordinator of Social Studies for the district. This report was a condensed version of Chapter V of this practicum report.

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

Objective One was measured by the use of a detailed lesson plan (see Appendix F) and a Learning Activity Packet (see Appendix G). The specific objective, "Upon completion of the museum visit, 75% of the eighth-grade history students will identify and discuss various aspects of the pioneer's life as measured by a score of 70% on a teacher-made assessment instrument," was met by 2,834 students of 3,073. This represents an attainment level of 92 percent which falls well within the parameters of the specific objective.

Every student was not successful in attaining a 70 percent completion rate for this objective. However, one must remember that the students served by the Student Museum represented the gamut of educational objectives. In addition, students work at different speeds resulting in some students not having enough time to complete the packet of materials. Therefore, the fact that 8 percent of the students did not meet the objective's standard is not considered to be highly significant when analyzed in this light. Table 1 summarizes the results of Objective One for each school.

Table 1. Objective One Results

School	# Students	# Students 70%+
A	338	324
B	392	372
C	294	257
D	374	352
E	361	344
F	325	289
G	364	322
H	283	252
I	342	322
Total	3,073	2,834

Objective Two was measured by the use of a detailed lesson plan (see Appendix F) and a Learning Activity Packet (see Appendix G). The specific objective, "Upon completion of the museum visit, 75% of the eighth-grade history students will demonstrate an understanding of the pioneer economic system by attaining a score of 70% on a teacher-made assessment instrument," was met by 2,676 students of 3,073. This represents an attainment level of 87 percent which falls within the parameters of the objective.

Every student was again not successful in completing this portion of the Learning Activity Packet. It must be emphasized that students of all educational levels were

involved in the Student Museum program. In addition, the various speeds of working and levels of motivation had an impact on the attainment of this objective. Therefore, the fact that 13 percent of the students participating in the program did not attain the required level is not considered significant when analyzed in this light. Table 2 summarizes the results of Objective Two for each school.

Table 2. Objective Two Results

School	# Students	# Students 70%+
A	338	283
B	392	341
C	294	234
D	374	328
E	361	326
F	325	284
G	364	309
H	283	254
I	342	317
Total	3,073	2,676

The third objective, "During the museum visit, 75% of the eighth-grade United States history students will analyze historic photographs to draw conclusions about pioneer life as measured by an 80% completion of a packet

of activity sheets," was successfully met by 2,940 students of 3,073. This figure represents a successful attainment level of 96 percent which satisfies the third. This objective required the students to use their powers of observation after touring the lobby of the Student Museum. As a result, this objective could be considered less "academic" than Objectives One and Two. Even though not all students completed every item in the activity packet, the previously mentioned reasons for non-attainment would be valid for this objective as well. Table 3 summarizes the results of Objective Three for each school.

Table 3. Objective Three Results

School	# Students	# Students 80%+
A	338	325
B	392	384
C	294	286
D	374	358
E	361	347
F	325	298
G	364	349
H	283	262
I	342	331
Total	3,073	2,940

The final objective, "During the museum visit, 75% of the eighth-grade United States history students will develop an understanding of pioneer life by observing and participating in various pioneer crafts, as measured by 90% of the students actively participating," was successfully met by 97 percent of the students who selected activities in which to participate. This figure falls well within the parameters of the objective.

The Crafts Room can be considered "non-academic" in the sense that it is more of an observation and hands-on experience. As a result, students' motivation levels were heightened as they began to try the various items and become involved in the activities. However, some activities were more popular than others. Due to the length of the observation instrument, complete results for the Crafts Room are presented in Appendix W.

In order to judge the overall effectiveness of the Student Museum curriculum, a final evaluation form (see Appendix V) was completed by each teacher upon the conclusion of the visit. This form asked the teacher to rate the Student Museum program as it related to the curriculum objectives as well as to district and state requirements. The reader may find a complete summary of the results of the evaluation form in Appendix X. However, selected items will be discussed next.

The first question, "The activities were appropriate for my students," was strongly agreed to by 97 percent of the teachers. This indicates that the program met the needs of the students who participated. In addition, the second question, "The activities were appropriate to the teaching objectives," was also strongly agreed to by 97 percent of the teachers. The positive response to both of these questions indicates that the teachers were very pleased with this aspect of the Student Museum program.

The evaluation form contained four questions relating directly to the objectives of the program. The first of these, "Objective One of the Pioneer Room curriculum was appropriate for my students," was agreed to or strongly agreed to by 96 percent of the teachers. The second, "Objective Two of the Pioneer Room curriculum was appropriate for my students," was agreed to or strongly agreed to by 96 percent of the teachers. The third question relating to objectives, "The objective for the Lobby curriculum was appropriate for my students," was agreed to or strongly agreed to by 100 percent of the teachers. The final question, "The objective for the Crafts Room was appropriate for my students," was strongly agreed to by 100 percent of the teachers. These results indicate that the teachers believed each objective was appropriate for their students. While not all teachers

strongly agreed to each statement, there were no teachers who disagreed with the objectives as presented.

The next section of the evaluation form concerned the enhancement of state standards. The results of this section revealed that 97 percent of the teachers strongly agreed the program would enhance the Curriculum Frameworks Intended Outcomes, 90 percent strongly agreed the Student Performance Standards of Excellence would be enhanced. 100 percent strongly agreed that the Free Enterprise and Consumer Education objectives would be enhanced, and 87 percent strongly agreed that the Comprehensive Tests of Basic Skills objectives would be enhanced, These very high results indicate that the program was serving a need which teachers perceived. In addition, these results can be used as a justification for the continuance of the program as a supplement to these required items.

The final question on the evaluation form, "I would schedule a field trip to the Museum again next year," was strongly agreed to by 100 percent of the teachers. This question, in the writer's opinion, was one of the most crucial on the evaluation form. One can implement a program in one's own classroom and continue it into the future. The writer was working with 31 teachers who had the power to end the program after 1 year. As a result of every teacher indicating they would enjoy visiting the

Student Museum next year, the program will most assuredly be continued.

In conclusion, the Student Museum curriculum was deemed to be a success. This is indicated by the successful attainment of all objectives for this practicum. Perhaps the best indication of the success of the curriculum comes from the students themselves. One student commented "I didn't realize history could be so much fun." Another remarked "I was dreading this field trip--but you made it a fun day." Finally, and perhaps most succinctly stated, one student remarked "This was one of the best days of my life--thanks."

Conclusions

The first two objectives concerned the Pioneer Room. These two objectives were met well within the established guidelines as evidenced by the data presented in the previous section. The objectives concerned the pioneer's life and his economic system. The 70 percent level for Objective One was attained by 92 percent of the students and 87 percent for Objective Two.

A number of conclusions can be reached from these figures. First, the Learning Activity Packet designed for the Pioneer Room is well within the intellectual level of the students using it. A Learning Activity Packet which

is too difficult would have the effect of "turning off" the students to this activity as well as to the others contained in the Student Museum. Therefore, the writer purposely wrote the Learning Activity Packet on a level at which all students could experience success.

A second conclusion to be reached from the results of Objectives One and Two is that the economics section appeared to be more difficult. Many students experienced difficulty in completing the sequential ordering section. This is perhaps due to the fact that the term is not familiar to students or was not fully understood by the students before beginning the activity. In addition, sequential ordering is a skill which is not emphasized in the social studies curriculum. These reasons need to be more fully explored before making a possible change in the Pioneer Room Learning Activity Packet. Perhaps a pre-visit sequential ordering activity would lead to greater success on the part of the students when visiting the Student Museum.

A third conclusion which can be drawn regarding the Pioneer Room is that students are most enthusiastic about working with the Learning Activity Packet. Students were allowed to explore the room and begin their work at any point they wished. It is the writer's contention that middle school students enjoy a certain amount of freedom in their learning. Allowing students to choose their

starting point had the effect of providing this freedom plus it avoided every student being at one section of the room at the same time. These conclusions are consistent with the opinions of Robinson (1987), Norris (1985), Nickerson (1985), and Maxim (1987).

Objective Three concerned the lobby and the photographs which it contains. This objective was successfully met by 96 percent of the students. An unanticipated outcome occurred with the Lobby Activity Packet. It became quickly evident that the students wanted time to simply observe the photographs before beginning their work. This allowed them to absorb the overwhelming number of photographs contained in this area of the Student Museum as well as to enjoy the ambience of the lobby itself. Upon completion of their browsing, the students were prepared to begin their Learning Activity Packet.

The Lobby Learning Activity Packet produced another unexpected result. Most students were new to the area and had never studied local history. Therefore, the lobby photographs gave them an opportunity to see their area as it was. It is the writer's conclusion that a course, or perhaps a media program, on local history should be produced by the Student Museum. This program would be a fitting addition to the required state studies already in place in the schools. This learning about one's local

area through museums is consistent with the ideas of such authors as Norris (1985), Shapiro (1981), Tunnell (1986), and Purta (1981).

The final objective concerned the Crafts Room. This objective was met well within the established guidelines as evidenced by the information presented in the previous section. The writer was surprised by the student enthusiasm shown for this area of the Student Museum. This is perhaps caused by the fact that the students were allowed to choose activities in which they would like to participate. In addition, this area allowed the students to move about and "pretend" they were living in another time period. Also, this activity area did not require the students to write. Many students expressed the opinion that they liked this area best due to the fact there was no writing involved. McQuarie (1981), Cart, Harrison, & Russell (1952), Ludlum (1970), Blahut & Nicely (1984), and Tilden (1984) all concur with the fact that students learn from tactile activities.

The observation instrument showed that some activities were more popular than others. Among the most popular activities were the stereo-optican viewer, butter churn, cup and ball, and weaving. The least popular activities were those revolving around puzzles. Therefore, it is concluded that the Student Museum must purchase more of those items which proved to be extremely

popular. This will allow more students to participate in these activities and learn from their hands-on experience.

The fact that the objectives of this practicum were met has a major implication. This implication is that it is important for social studies teachers to enhance their students' knowledge in a manner which is enjoyable and would perhaps improve the student's attitudes toward social studies. This is consistent with the opinion held by Farrell (1985), O'Toole (1981), Schug, Todd, & Beery (1984), McFarland (1984), Robinson (1987), and Fouts (1987). Social studies has been regaining its former stature in the state in which the practicum occurred. Museum education is yet another way to show administrators, teachers, students, and parents that social studies is a viable subject in a student's academic career.

The evaluation form completed by teachers at the conclusion of the Student Museum visit yielded surprisingly positive responses. Each item received an overwhelming number of strongly agree responses. While the writer expected the program to be favorably received by the teachers, the degree to which it was received was more than expected. These results indicated that teachers were ready for an out of the classroom experience which was beneficial to their students as suggested by Alderson & Low (1982). In today's world of education, teachers

must justify every trip in educational terms. The Student Museum trip is one which is easily justified as meeting curriculum requirements as well as other local and state mandates.

Perhaps the most surprising result of the final evaluation was that every teacher wanted to return to the Student Museum the next year. This was surprising for a number of reasons. One was that removing a small number of middle school students disrupts the entire school. This problem can be handled occasionally by teachers of other subjects. However, this program necessitated a great number of days of disruption. The writer heard of only one teacher complaint about the disruption to the normal routine. Perhaps each Department Chairperson laid sufficient groundwork to avoid problems or teachers of other subjects were flexible enough to allow their students to participate in a quality social studies program. This idea was advanced by Farrell (1985) and Vanderway (1977). In response to the positive attitude shown by all teachers, the writer has made plans to schedule schools for the following year as soon as possible.

All teachers responded favorably to the evaluation questions concerning the activities and objectives of the Student Museum curriculum (see Appendix X). A favorable response to these items was most important due to the fact

that the Student Museum curriculum had to be viable for all levels of students. It is possible that the Learning Activity Packets need to be revised so that students of a lower educational level can be better served by the program. However, the program appears to meet the needs of the majority of students as it now stands.

One of the goals of this practicum was to enhance the student's ability to successfully accomplish district and state requirements in social studies, which include State Curriculum Frameworks Intended Outcomes, Student Performance Standards of Excellence skills, Free Enterprise and Consumer Education objectives, and Comprehensive Tests of Basic Skills objectives. The responses on the final evaluation to questions pertaining to these areas indicate that teachers perceive the Student Museum curriculum as so doing. The majority of responses were in the strongly agree category which can be interpreted that teachers viewed the program as one which would help them accomplish this task. Teachers now have another source with which to justify their attempts to meet these local and state requirements.

A second goal of this practicum was to establish a Student Museum In-service program for eighth-grade teachers so that the facilities of the Student Museum could be better utilized by teacher of United States history. The In-service program established by the writer

as a part of this practicum satisfies this goal. This In-service program will be continued in succeeding years in order that all new teachers of United States history will be fully aware of the Student Museum facilities and program. This concurs with the opinion held by Nangeroni, Vukelich, & Vukelich (1986).

The final goal of this practicum was to enhance the over-all social studies program as it existed in the district. The positive response to the Student Museum program from administrators, teachers, and students certainly indicates that this goal has been successfully met. It is the writer's belief that as the program matures and develops to its fullest potential the district social studies program will most certainly be enhanced to a greater degree.

In conclusion, this practicum project proved that a Student Museum curriculum was a viable solution to a number of problems or concerns. Among these were the under-utilization of the facility, enhancing students ability to successfully meet local and state requirements, and to enhance the over-all social studies program in the district. The writer is excited by the results obtained from this practicum. It is the writer's belief that every social studies student should have the opportunity of experiencing museum education in one form or another. The social studies teacher has the responsibility of

introducing the student to both his/her country and world. This is one of the most important parts of the child's education. This Student Museum education program will help ensure that all students attain the highest possible level of success in their social studies educational career.

Recommendations

The writer has four specific recommendations based on the results of this practicum. First, the Student Museum curriculum needs to be modified in order to meet the educational needs of all students who visit. It is recommended that a low level program be developed in order that special education students, as well as mainstreamed low level students, will experience success at the Student Museum. Next, the district needs to support the Student Museum with more staff members. This will allow the program to grow to its fullest potential. Third, teachers in the district can now better prepare their students for a visit to the Student Museum. The staff will need to keep the enthusiasm for visiting at a high level as the years progress. Finally, a follow-up activity in addition to the post-visit activities needs to be developed for teachers to use upon returning to school. This activity could include wordsearch puzzles, crosswords, artwork, and

the like. In this manner, teachers could have a convenient activity which would bring a logical closure to the visit.

It is the writer's opinion that all social studies teachers should do everything possible to further their students knowledge and desire to learn social studies. Students who are successful will naturally enjoy a subject to a higher degree. This is true both in the present course as well as in future ones. The teacher who ignites this desire to learn social studies is the one who will be remembered by his or her students.

Dissemination

The results of this practicum project will be shared in three ways. The first will be by the submission of the practicum and a written report to the Consultant/Coordinator of Social Studies for the district. He in turn can make the report available to anyone within the county or state. In this manner, the idea of a Student Museum curriculum can be shared with others who may be able to develop a similar program in their district.

Secondly, the writer is developing a proposal for the National Council for the Social Studies Annual Meeting. If the proposal is accepted, the writer will make a

presentation to social studies professionals from across the nation. Perhaps this presentation, and the sharing of this practicum report, will encourage other school districts to develop a similar program. The writer, of course, will be available to help any district as much as possible.

Finally, the writer will submit this program to the state social studies professional organization as an example of an outstanding social studies program. The organization publishes reports of such programs periodically and perhaps other districts within the state will be encouraged to develop a program similar to the one developed as a result of this practicum project.

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APPENDIX A

TASK FORCE CURRICULUM COMMITTEE QUESTIONNAIRE

TASK FORCE CURRICULUM COMMITTEE QUESTIONNAIRE

1. I would use a student museum as an extension of the classroom if one were available in the county.

_____ yes _____ no

2. Specific curriculum areas that would be enhanced by a teaching museum include:

_____

_____

_____

_____

_____

3. How could a teaching museum be helpful to you in your teaching?

_____

_____

_____

_____

_____

4. What services could a teaching museum provide that do not already exist for our students?

_____

_____

_____

_____

_____

5. Remarks/suggestions

_____

_____

_____

_____

_____

OPTIONAL:

Name: _____

School: _____

Grade/subject taught: _____

APPENDIX B

STUDENT MUSEUM TASK FORCE QUESTIONNAIRE
TABULATED RESPONSES

STUDENT MUSEUM TASK FORCE QUESTIONNAIRE
TABULATED RESPONSES

1. I would use a student museum as an extension of the classroom if one were available in the county.

   20 yes 2 no

2. Specific curriculum areas that would be enhanced by a teaching museum include:

   a) local history
   b) geography
   c) United States history
   d) economics
   e) hands on materials relating to curriculum
   f) colonial times
   g) turn of the century

3. How could a teaching museum be helpful to you in your teaching?

   a) setting up simulation areas to give graphic examples of areas studied which can't be accomplished at the school
   b) enhance students' understanding and view of curriculum areas
   c) organize so classes could be taught at the museum and/or lesson plans be made available to teachers
   d) allow students to have hands-on experience with exhibits
   e) provide support and extension of the classroom
   f) housing special events or exhibits
   g) expanding social studies units with recent materials of a hands-on nature
   h) as a stimulation to both teachers and students to generate more interest in and provide more activities for teaching social studies
   i) relate the museum to state requirements
   j) help develop a real understanding of abstract ideas
   k) have each room represent a different era of history
   l) provide permanent displays too large or expensive to be housed in classrooms

4. What services could a teaching museum provide that do not already exist for our students?

a) it could serve as a basis for social studies instruction by exhibit and demonstration
b) on-hand historical artifacts
c) a central point which could be utilized by all teachers in the district
d) hands-on artifacts for use by students
e) district-wide availability of limited resources
f) curriculum material to use prior to visit
g) teachers to conduct lessons during the visit
h) additional materials beyond the class using support personnel with proficiency in special areas
i) something other than textbook learning
j) a center for observation and more in-depth study
k) it would widen the children's scope of experience
l) a collection of teaching materials in a central location with "experts" on staff
m) we don't have access to the variety of materials which could be provided by a teaching museum
n) a field trip which is not expensive

5. Remarks/suggestions

a) this is a great idea
b) study guides could be provided by the museum for visits to be made by the students
c) this would be a big plus for our school system
d) I think a teaching museum would greatly enhance many of the curriculum areas the children are studying
e) it would be a very positive extension of the educational facilities in our district
f) would need to supplement other local museums

APPENDIX C

LETTERS OF SUPPORT

THE GREATER
CC
CHAMBER OF COMMERCE

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P. O. DRAWER C C

(305)

TO: County School Board
, Chairperson Student Museum Task Force
, Superintendent of Schools

FROM: President
Greater Chamber of Commerce

DATE: MARCH 23, 1984

SUBJECT: Grammar School Conversion

The Greater Chamber of Commerce urges your favorable consideration of the proposal to convert the Grammar School into a Student Teaching Museum.

Unquestionably, this undertaking will require adequate funding, dedicated volunteers and solid community support, all of which we are confident is available in this area. Whatever the requirements it is important that this beautiful, historically significant building be preserved continuing to serve the community and our educational programs.

You can be sure the Greater Chamber of Commerce will support this project to the fullest extent.

City of

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March 14, 1984

Dear School Board Members:

The City Commision discussed the possibility of an education museum being located at the vacated school building at 9th Street and Elm Avenue in The City Commission wishes to be on record that they support this idea and feel it will benefit the entire community.

The proposed museum would become a unique social study center that would attract children from all over the County to visit the center to see what they have only been able to read about. This advantage of field trips could only serve to enrich the student's curriculum as a "one-of-a-kind" social study center.

The building is suited for this museum function with the auditorium allowing community programs as well as classes for the students. Later this museum could serve all social sciences and be a truly special learning center that would profit all the students.

The School Board is urged to support this proposed museum project.

Very truly yours,

CITY OF

Mayor

LPM/mjh

COUNCIL FOR THE SOCIAL STUDIES

P. O. Box 271

18 March 1984

Superintendent of Schools
SCHOOL BOARD OF . COUNTY

Dear Mr.

It was with a great deal of pride and admiration that I recently learned of the proposed plan in County to convert the previous Grammar School into the Margaret K. Reynolds Building which would then house the County Student Museum and Center for the Social Studies.

It is so gratifying to see that your county has elected to create a place to not only serve as a resource center for social education materials and to hold meetings, but also as a center of "living Florida history". In such a place, the opportunity for experiential learning can be created in a dynamic and creative manner. The history and culture of this area can be made to come alive and speak relevantly to all who make use of the facility. A hands-on student museum can only enhance what begins in the formal classroom.

As the State professional Social Studies organization, we highly endorse your proposed plan and feel that it will indeed serve as a meaningful educational experience. We also believe that such a center will focus the attention of the entire State of . towards . County as a innovative leader in developing new programs and projects in this important academic discipline.

With best wishes for success, I remain,

Sincerely yours,

Executive Director

THE HISTORICAL SOCIETY
ESTABLISHED 1856

March 19, 1984

County School Board

Dear Board Members,

The Board of Directors, Historical Society, commend you on your consideration of the development of a student museum in

In our efforts to encourage the study of all History and that of in particular, we have found that a hands-on learning environment can be very effective. The potential for enrichment in all the Social Sciences is tremendous in such a setting.

We support you in this effort and extend an offer to help in an advisory capacity at any time.

Sincerely,

President

cj

UNIVERSITY OF

COLLEGE OF EDUCATION

March 22, 1984

Dear .

Dr. and I would like to take this opportunity to congratulate you on the progress that has been made to date regarding the County Student Museum and Center for the Social Studies to be located in the Margaret K. Reynolds Building, in

Dr. and I constitute the Social Studies Division of the Instructional Programs Department of the College of Education here at the University of . We approach the development of this Student Museum with honest excitement and enthusiasm. We have both taken part in the development of the County Council for the Social Studies and have enjoyed acting as judges during the County Council Social Studies Fair. Activities such as this, and the success of them, point up one aspect of the many curricular applications that can be quickly drawn as such a facility takes shape as a part of the Social Studies Curriculum for . County students.

More particularly, however, we should like to underscore another aspect of this proposed Student Museum and pledge our interest and support. Dr. and I teach eight to nine undergraduate sections of Social Studies Methods for elementary and secondary teachers in preparation. We also teach three to four sections yearly of graduate students who are seeking recertification in Social Studies or Master's Degrees in Social Studies Education. We can see many opportunities for the merging of program goals in the undergraduate and graduate social studies experiences for teachers and teachers in training and the Social Studies Student Museum as described in the report of the curriculum committee of the Student Museum Task Force. We were both privileged to serve both on that task force and the curriculum committee, and look forward to further development of mutually planned and agreeable experiences by teachers, and teachers in training, in conjunction with the student museum.

We can envision a day when university students and university classes in Social Studies Methods could cooperate with County leaders in specific curriculum experiences at the Student Museum resulting in mutual benefit. For instance, classes could be held occasionally on the site of the Student Museum. Students might well contribute time and personal creative energy to the success of the museum. It is likely too that such experience could lead to special university classes to be held entirely on site at the Student Museum and at the request of your office in conjunction with the needs of your teachers and utilizing the facilities of the Student Museum.

These are just, of course, speculated suggestions but they demonstrate our willingness to support this unique and exciting idea wholeheartedly. Dr. and I pledge our support to you in the coming months and years toward the success of this multi-dimensional curriculum supplement.

Sincerely yours,

Professor of Social Science Education

Professor of Social Science Education

cm

APPENDIX D

QUESTIONNAIRE

QUESTIONNAIRE

Instructions: Please circle your response to the following statements regarding a Student Museum curriculum.

5 = strongly agree
4 = agree
3 = undecided
2 = disagree
1 = strongly disagree

5 4 3 2 1	(1)	Would you be more willing to use the Student Museum with your classes if a formal curriculum existed?
5 4 3 2 1	(2)	The Student Museum curriculum should be correlated to the district curriculum guide.
5 4 3 2 1	(3)	The Student Museum curriculum should be correlated to the State Curriculum Frameworks Intended Outcomes.
5 4 3 2 1	(4)	The Student Museum curriculum should be correlated to Student Performance Standards of Excellence skills.
5 4 3 2 1	(5)	The Student Museum curriculum should be correlated to Free Enterprise and Consumer Education objectives.
5 4 3 2 1	(6)	The Student Museum curriculum should be correlated to Comprehensive Tests of Basic Skills objectives.
5 4 3 2 1	(7)	I would be willing to use the Student Museum with my classes if the curriculum offered is clearly related to county and state requirements.

APPENDIX E

RESULTS OF QUESTIONNAIRE

RESULTS OF QUESTIONNAIRE

5 = strongly agree
4 = agree
3 = undecided
2 = disagree
1 = strongly disagree

*Figures rounded off

(1) Would you be more willing to use the Student Museum with your classes if a formal curriculum existed?

5 - 71%
4 - 29%
3 -
2 -
1 -

(2) The Student Museum curriculum should be correlated to the district curriculum guide.

5 - 86%
4 - 10%
3 - 4%
2 -
1 -

(3) The Student Museum curriculum should be correlated to the State Curriculum Frameworks Intended Outcomes.

5 - 81%
4 - 19%
3 -
2 -
1 -

(4) The Student Museum curriculum should be correlated to Student Performance Standards of Excellence.

5 - 90%
4 - 10%
3 -
2 -
1 -

(5) The Student Museum curriculum should be correlated to Free Enterprise and Consumer Education objectives.

5 - 76%
4 - 14%
3 - 10%
2 -
1 -

(6) The Student Museum curriculum should be correlated to Comprehensive Tests of Basic Skills objectives.

5 - 71%
4 - 24%
3 - 5%
2 -
1 -

(7) I would be willing to use the Student Museum with my classes if the curriculum offered is clearly related to county and state requirements.

5 - 90%
4 - 10%
3 -
2 -
1 -

APPENDIX F

PIONEER ROOM CURRICULUM

PIONEER ROOM CURRICULUM

OBJECTIVES:

1. The student will identify and discuss various aspects of the pioneer's life including tools used, housing and its construction, products produced, and lifestyle. (Curriculum Frameworks Intended Outcomes 2, 4, 6, 7, 10 and 13; Student Performance Standards of Excellence skills 1027, 1111, 1112, and 1114; Free Enterprise and Consumer Education objectives 2, 14, 17, 19, and 21; and Comprehensive Tests of Basic Skills objectives 87 and 89)

2. The student will understand various aspects of the pioneer economic system. (Curriculum Frameworks Intended Outcomes 10 & 13; Standards of Excellence skills 1069, 1070, 1091, 1111, 1112, and 1114; Free Enterprise and Consumer Education objectives 2, 14, 17, 19, 21, 31, 32, 35, 36, 43, and 50; and Comprehensive Tests of Basic Skills objective 87)

PIONEER LIFE

I Establish Pioneer Scenario
(Curriculum Frameworks Intended Outcomes 6, 7, & 13; Student Performance Standards of Excellence Skills 1027, 1111, 1112, & 1114; Free Enterprise and Consumer Education objective 14; and Comprehensive Tests of Basic Skills objectives 87 & 89)

A. Discussion Questions
   1. What is a pioneer?
      a) definition-a person who ventures into unknown territory
   2. Are there pioneers today?
      a) yes
   3. Who might be considered a pioneer today?
      a) space personnel
      b) those on the leading edge of technology
      c) scientists
   4. How many of you have moved? For what reasons?
   5. What were your feelings about moving (becoming a pioneer)?
   6. Did you leave your friends and family behind?
   7. How did you feel about leaving them behind?
   8. How did you cope with these feelings?

9. What did you dream your new home and area would be like?
10. What was it really like?
    a) discuss climate, housing, people, and the like
11. Do you like your new home or would you rather go back?
12. Did you like your new home once you got used to it?

B. Conclusion
    1. many of you were "pioneers" the same as the people who live here in the cabin--you have had many of the same feelings that this pioneer may have had

II Tools and Their Uses
(Curriculum Frameworks Intended Outcome 13; Student Performance Standards of Excellence skill 1114; Free Enterprise and Consumer Education objectives 14, 17, 19, & 21; and Comprehensive Tests of Basic Skills objective 89)

A. Tools
    1. show example and discuss purpose of each
        a) burl mallet
        b) drawknife
        c) auger
        d) clamp
        e) plane
        f) gouge
        g) frame carpenter's saw
        h) plank saw
        i) awls
        j) adze

B. Conclusions
    1. the pioneer does woodworking
    2. he might sell or trade finished goods

III Cabin Construction
(Curriculum Frameworks Intended Outcomes 2 & 4; Student Performance Standards of Excellence skills 1111 & 1114; Free Enterprise and Consumer Education objectives 2, 14, & 19; and Comprehensive Tests of Basic Skills objectives 87 & 89)

A. Notch Styles
1. dovetail notch
   a) show example
   b) ask what are good and bad points about this style
2. double notch
   a) show example
   b) ask what are good and bad points about this style
3. sharp notch
   a) show example
   b) ask what are good and bad points about this style
4. lock mortise notch
   a) show example
   b) ask what are good and bad points about this style

B. The Cabin
1. roof
   a) notice construction
      1) no cap
      2) roof positioned to allow as little rain to enter as possible
2. chimney
   a) wood and mud
   b) wood and mud replaced as it dried and came off
3. hinges
   a) metal
   b) did the pioneer make these
4. door handle
   a) wood
   b) rope
5. door bracing
   a) constructed like this to keep the door from sagging
6. notch style
   a) dovetail
   b) why
      1) water could drain from the joints
7. chinking
   a) usually made of mud
   b) made the cabin more weather-tight and secure

IV The Cabin Interior
(Curriculum Frameworks Intended Outcomes 2, 4, 6, 7, & 10; Student Performance Standards of Excellence skill 1111; Free Enterprise and Consumer Education objectives 14, 17, 19, & 21; and Comprehensive Tests of Basic Skills objective 89)

A. Items in Cabin
1. lantern
   a) holes allowed light to escape but the wind would not blow out the candle
2. hats
   a) manufactured
   b) homemade
3. gun
   a) relate to gun stock
4. clothing
5. leather pouch
   a) homemade
6. jugs
7. broom
   a) homemade
8. wooden bowls
9. tin pitchers
10. jars
11. metal pot
    a) who made it
12. tin plates
    a) what else could have been used
    b) why does the pioneer have metal plates
13. wood box and mirror
    a) importance of mirror
14. toys
    a) playing cards
    b) doll
    c) ball and cup
    d) flute
    e) tops
    f) marbles
15. scissors and cloth packet
16. book
    a) <u>The American Frugal Housewife</u>
17. photo album
18. blanket
    a) also used as bed

ECONOMICS

V Triangular Trade Mural
Curriculum Frameworks Intended Outcome 13; Student Performance Standards of Excellence skills 1091, 1111, 1112, & 1114; Free Enterprise and Consumer Education objectives 17 & 32; and Comprehensive Tests of Basic Skills objective 87)

A. Explain and Discuss Mural
1. different groups which came to the New World
a) European
1) flags displayed represent European countries
b) African
1) flags displayed represent African countries
2. triangular trade
a) define as a type of trade route in which products are traded at three ports rather than the traditional two
b) follow an example of trade on the mural

B. Discuss Reasons and Motivations for Coming to the New World
1. economic
2. political
3. social
4. religious
5. slaves

C. Discuss Life on Ships Coming to the New World
1. crew and general conditions
2. colonists
3. slaves

D. The European Tradition
1. contributions of Native Americans
a) new foods
1) corn
2) chocolate
3) peanuts
4) beans
5) squash
6) potato
7) tomato
8) turkeys
9) strawberries
b) food growing skills
c) canoe

d) hunting skills
e) economic impact

2. contributions of Europeans
   a) work animals
   b) metal tools
   c) wheels
   d) language
   e) customs
   f) structures and buildings
      1) log cabins
      2) brick
      3) multi-level buildings
   g) economic impact

3. contributions of blacks
   a) leadership in exploration
      1) Estavanico
   b) development of the Southern economy
      1) work on plantations
      2) crops produced by plantations
   c) many owned land (Free Blacks)
      1) cleared land
      2) success producing crops
      3) economic impact
   d) served as apprentices in many trades
      1) men
         a. baker
         b. barber
         c. blacksmith
         d. boat builder
         e. bricklayer
         f. brick maker
         g. carriage maker
         h. cooper
         i. farmer
         j. harness maker
         k. mariner
         l. painter
         m. shoemaker
         n. tailor
         o. waiter
      2) women
         a. spinners
         b. weavers
         c. cook
         d. house servant
         e. milliner
         f. seamstress

3) many took this knowledge and became quite wealthy
   a. John C. Stanley amassed a fortune by farming in North Carolina and operating a barber shop
      1. 1805-purchased his wife, his two children, and his wife's brother
4) other occupations
   a. fisherman
   b. gardeners
   c. miners
   d. railroad hands
   e. servants
   f. timber heaver
e) worked against slavery
f) southern drawl
   a. white men spoke softly and slowly to be neighborly
   b. slaves spoke even more slowly as a sign of respect and to avoid punishment
   c. these two factors evolved into the familiar Southern drawl

VI The Trader and His Goods
(Curriculum Frameworks Intended Outcomes 10 & 13; Student Performance Standards of Excellence skills 1069, 1070, 1111, 1112, & 1114; Free Enterprise and Consumer Education objectives 2, 14, 17, 19, 21, 31, 32, 35, 36, 43, & 50; and Comprehensive Tests of Basic Skills objective 87)

A. Scenario
   1. the trader has just arrived at the cabin to barter

B. Products Brought by the Trader
   1. discuss each product
      a) usefulness to the pioneer and his family
      b) would the pioneer and/or his family need this product and why
      c) would the pioneer and/or his family want this product and why
      d) is this a product brought from "town" or is it one the trader has acquired from other pioneers
   2. the products
      a) basket
      b) basket with pine cones
      c) buckets
      d) ax heads

e) containers of beads
f) hides and furs
g) barrel
h) flint
i) cut nails
j) tin cups
k) ribbon, lace, and buttons
l) seeds
m) string of beads
n) candles
o) cloth
p) top hat
q) blankets
r) boxes
s) chewing tobacco
t) pipes
u) metal boxes
v) round storage boxes
w) flour and coffee sacks

3. what could the pioneer trade for products he needed or wanted
   a) possible answers
      1) furs and hides
      2) finished gun stock
      3) wood products
      4) baskets
      5) barrels
      6) farm goods
      7) salted meat
      8) fish
4. economic terms
   a) production
      1) the creation of goods or services
   b) exchange
      1) obtaining goods and services from others in return for money, credit, or other goods and services
   c) technology
      1) the use of tools and/or knowledge to produce goods and services
   d) marketplace
      1) a setting where goods and services are bought, sold, or traded
   e) supply
      1) the amount of goods or services that sellers are willing to sell
   f) price
      1) the money value set for a good or service
   g) consumption
      1) the use of goods and services

VII Conclusion

A. Students Complete Learning Activity Packet

B. Review Answers

C. Students Draw Conclusions about the Pioneer Experience

D. Students Draw Conclusions about the Pioneer Economic System

FLAG LOCATIONS

(To be used by interpreter/teacher during discussion of Triangular Trade)

Row #1	Ghana	Cameroon	Togo	
Row #2	Poland	Nigeria	Ivory Coast	Guinea
Row #3	England	Finland	Ireland	
Row #4	Czechoslovakia	East Germany	West Germany	Hungary
Row #5	Switzerland	Norway	Denmark	
Row #6	Sweden	Italy	Spain	France

LIFE ON THE SHIP

(To be used by interpreter/teacher during discussion of immigration)

The beakhead (bilge) was the bathroom. The bilge water was used for the bathroom and cooking water

The ship's masts were put on gold or silver coins for good luck.

The best wood for a mast came from a tree at which an infant had been buried. Sailors believed the infant's ghost would protect the ship.

Sailors wore a gold earring to pay for their funeral if they fell overboard and washed up on shore.

Rations consisted of three non-meat days (one pound of biscuit, 1/2 pound of fish or cheese, and one gallon of beer) and four meat days (1/2 pound of biscuit, one pound of meat, and one gallon of beer).

Each colonist had four cubic feet for himself and his belongings.

The colonists did not take baths.

The colonists were kept on the mid-deck (18' x 38'). This area held all their supplies and a few month's supplies for the colony.

The colonists were landlubbers--therefore they became seasick easily.

The colonists would sleep against a post, the side of the ship, or on the floor. There were usually 30 to 40 colonists on a ship.

The colonists were considered excess baggage--they could not go on deck because they would be in the way.

Fleas were so bad on the ship that babies were often bloodied by bites.

Cockroaches were bad--"the most successful immigrant."

An Account of Crossing the Atlantic

(To be used by interpreter/teacher during discussion of immigration)

"I heard the mate order the hatchways to be fastened down (an order indispensibly necessary to the safety of the ship). The order was quickly obeyed, and from that time commenced our suffering. The increasing violence of the storm, the moaning and creaking of the ship, the howling of the wind, and the roaring of the waves, was horrible to those not accustomed to such scenes...

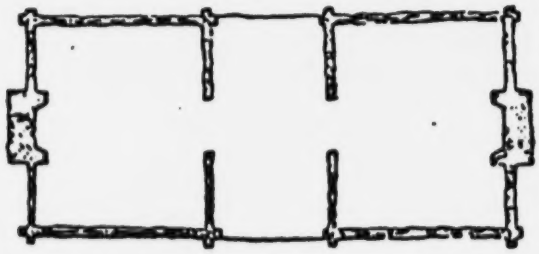
About midnight, a number of boxes and barrels broke loose and rolled from side to side, according to the motion of the ship, breaking the water cans and destroying everything capable of being destroyed by them; to fasten them was almost impossible, for we could not keep ourselves from sliding down without grasping something. In a few minutes, the boxes and barrels broke to atoms, scattering the contents in all directions--tea, coffee, sugar, potatoes, port, shirts, trowsers, vests, coats, handkerchiefs, etc. were mingled in one confused mass. The cries of the women and children was heart-rending; some praying, others weeping bitterly, as they saw their provisions and clothes (the only property they possessed) destroyed. The passengers being sea-sick, were vomiting in all parts of the vessel; the heat became intense in consequence of the hatchways being closed down, and the passengers, 300 in number, being thus kept below, we were unable to breathe the pure air or see the light of heaven but a few hours at a time. The scent arising from the matter vomited up, and from other causes, became intolerable. Things continued in this way until the fourth day, when the storm abated, and the hatchways were opened. Most of the passengers were so eager to get on deck that they pushed each other off the ladder; several were severely hurt..."

APPENDIX G

PIONEER ROOM
LEARNING ACTIVITY PACKET

PIONEER ROOM LEARNING ACTIVITY PACKET

I WHAT IS IT? Identify the following pictures. Write the name of the item in the blank below the definition. All answers can be found in the Pioneer Room.



1) TWO CABINS UNDER ONE ROOF

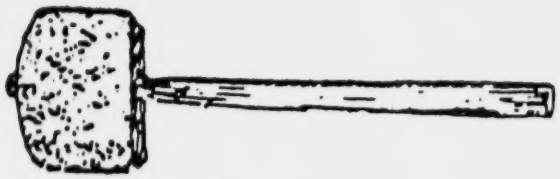
_____

2) THE PIONEER'S FIRST HOME

_____

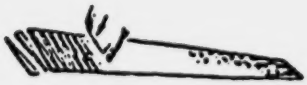
3) USED FOR DRINKING

_____



4) A TYPE OF HAMMER

_____



5) NAILS MADE AFTER 1800

_____

6) HAND-MADE NAILS

_____

7) A TYPE OF PITCHER

_____

8) USED TO MAKE BUTTER

_____

9) USED TO SHOVEL GRAIN

_____

10) A LARGE SAILING SHIP

_____

II VOCABULARY (Economics)

Find the words which are being defined. Write the word in the blank provided.

_____ 1) trading something you have extra of for something you need

_____ 2) "making do" with what you have

_____ 3) a place for the pioneer to take items he has to trade

_____ 4) one of the first settlers in an area

III NOTCH STYLES (Pioneer Life)

Analyze the four examples of log cabin construction. Think of stability, weather, ease of construction, and the like when you list positive and negative points about each type of cabin construction.

NOTCH STYLE	POSITIVE	NEGATIVE
DOUBLE NOTCH		
SHARP NOTCH		
DOVETAIL NOTCH		
LOCK MORTISE NOTCH		

IV SEQUENTIAL ORDER (Economics)

Study the wall titled "Trade--A Pioneering System." The items below are not in the correct order. Number them in order from the pioneer to the coast. (1 is first, 7 is last)

_____ A) trading post owner trades with settlers

_____ B) local merchants trade for goods on the ship

_____ C) pioneer makes or grows a product that has value

_____ D) merchant in a settlement trades goods with the owner of the trading post

_____ E) pioneer travels to the trading post

_____ F) a ship arrives with fruit, dishes, gunpowder, nails, and other goods which the pioneers need

_____ G) bartering takes place

V TRADE (Economics)

In the pioneer trade system, goods either went from the pioneer homestead or from the store. Indicate the direction of the following goods. (S = from the store, P = from the pioneer homestead)

_____ A) iron goods

_____ B) eggs

_____ C) furs

_____ D) butter

_____ E) china

_____ F) tea

_____ G) rum

_____ H) chickens

_____ I) silk

VI SILHOUETTES (Pioneer Life/Economics)

Look at the silhouettes at the top of the walls. List some of the activities of a young pioneer.

_____

_____

_____

_____

VII QUESTIONS (Pioneer Life/Economics)

Answer the following questions using the pioneer room as your source of information.

A) What do you think some of the chores of a young pioneer were? How do these contribute to the economy?

_____

_____

B) What were the origins of the pioneers?

_____

_____

C) What does the pioneer do for a living? What proof do you have?

_____

_____

_____

D) Explain the following statement. "Work meant life and life meant work."

_____

_____

VIII CONCEPTS (Pioneer Life/Economics)

In each of the following items, four of the five words or phrases are related in some manner. Decide which word or phrase is not related and cross it out. Then, write a sentence which explains the relationship of the four remaining words or phrases.

A) French--English--Africans--Chinese--Indians

_____

B) Lean to--wood cabin--tent--sod house--mansion

_____

C) saw--chisel--ax--needle--plane

_____

D) needle--candle--plow--ladle--pot

_____

E) small windows--inside latch--cots--gun--sturdy construction

_____

F) colored beads--nails--tobacco--ax heads--rough gun stock--land

_____

G) farming--raising livestock--hunting--trader--politician

_____

H) corn--milk--eggs--grain--kettle

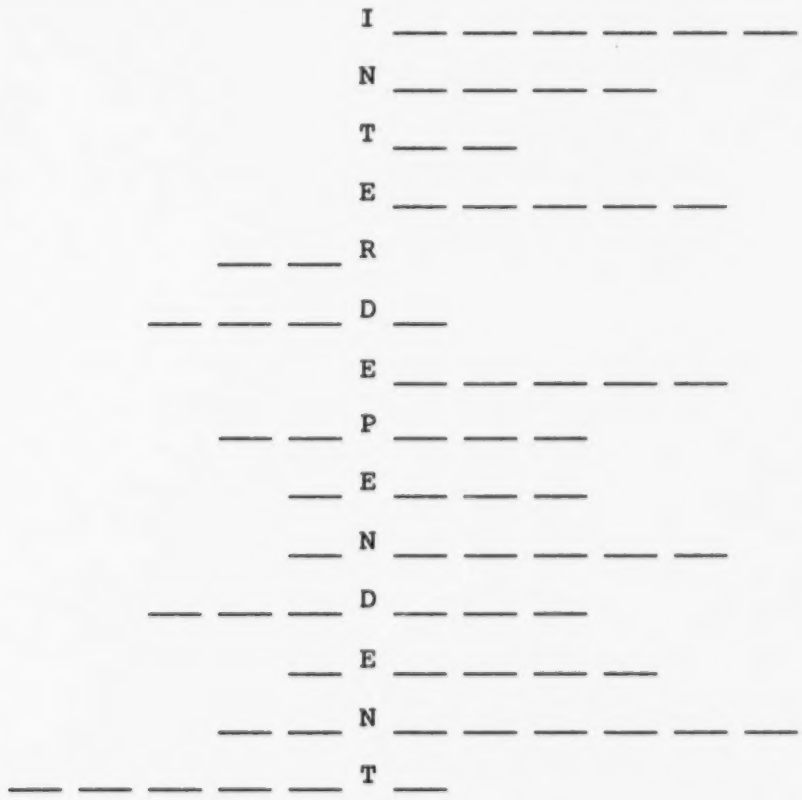
_____

I) Florida--Eastern valleys--Midwest forests--prairies--mountains

_____

IX INTERDEPENDENCY (Pioneer Life/Economics)

The pioneer was dependent on many aspects of his environment. Complete the following puzzle to help you understand the concept of interdependency.



I - Native Americans
N - scarce material pioneers could not manufacture for themselves--needed for the log cabin
T - durable material used to make eating and drinking utensils
E - continent home of most early Americans
R - used like money for trading purposes--soft and warm
D - swap
E - to ship out--sending goods such as baskets and honey
P - bring in for consumption--goods such as nails, cloth, dishes, kettles, and ax heads
E - used by the indians to decorate the body
N - four-legged pioneers
D - made by pioneers--a bright idea
E - a hard substance used to make pitchers and nails--the pioneer could not make his own
N - explosive powder unknown to the indians
T - pioneer woman's craft--woven with straw

X TRIANGULAR TRADE (Economics)

Use the mural entitled Triangular Trade to complete the following activity.

1) select a triangular trade route and draw it in the blank space below
2) indicate the direction a ship would take if it followed this route
3) indicate the products which would be traded at each port
4) describe the economic impact each product would have when the products are traded

COLONIES
Economic Impact:

_____

_____

_____

EUROPE
Economic Impact:

_____

_____

_____

CARIBBEAN ISLANDS
Economic Impact:

_____

_____

_____

AFRICA
Economic Impact:

_____

_____

_____

XI EUROPEAN CONTRIBUTIONS (Economics)

From our discussion of the European tradition, select two contributions of the Europeans which you believe had the greatest impact on the New World and/or the colonies. Explain why you chose these two contributions.

XII THE TRADER (Economics)

Assume you are a member of the family who lives in this cabin. You want your father to trade an item to get something special for you (such as a gun stock, a doll, some lace, and the like). List the item you would like and then give economic reasons to convince your father that this would be a wise trade.

XIII PIONEER GOODS (Economics)

In the space below, create a "Pioneer Catalog" of some of the items you as the trader have for sale. Draw a picture of the item and indicate what you would accept as a fair price for the good. You may indicate cost in money terms or in items you would accept in trade.

ANSWERS

I WHAT IS IT?

1) dog trot cabin
2) three sided shelter
3) tankard
4) mallet
5) cut nails
6) wrought nails
7) noggin
8) churn
9) grain shovel
10) packet

II VOCABULARY

1) bartering
2) self-sufficient
3) trading post
4) pioneer

III NOTCH STYLES

1) Double Notch
   positive - easy to make
   negative - not sturdy
2) Sharp Notch
   positive - easy to make--sturdy
   negative - water can drain inside
3) Dovetail Notch
   positive - water can drain to the outside only
   negative - somewhat difficult to make
4) Lock Mortise Notch
   positive - very sturdy
   negative - most difficult to make--time consuming

IV SEQUENTIAL ORDER

A) 4
B) 6
C) 1
D) 5
E) 2
F) 7
G) 3

V TRADE

A) S
B) P
C) P
D) P
E) S
F) S
G) S
H) P
I) S

VI SILHOUETTES

playing, milking the goat, reading, gathering apples, feeding animals, cooking, and various chores

VII QUESTIONS

A) Taking care of younger children, gathering wood, harvesting crops, feeding animals, milking, gathering food, cooking
B) Europe and Africa
C) woodworking, hunting, farming, basket weaving, various items in the room are the evidence
D) one had to work in order to survive as a pioneer--the work was very hard and lasted most of the day--the young and the old all had to work in order for the pioneer experience to be a success

VIII CONCEPTS

1) Chinese
2) mansion
3) needle
4) plow
5) cots
6) land
7) politician
8) kettle
9) prairies

IX INTERDEPENDENCY

Indians
Nails
Tin
Europe
fuR
traDe
Export
imPort
aNimals
canDles
mEtals
guNpowder
baskeTs

APPENDIX H

LOBBY CURRICULUM

LOBBY CURRICULUM

OBJECTIVE

1. The student will analyze historic photographs making observations and inferences to draw conclusions. (Curriculum Frameworks Intended Outcomes 9 and 13; Student Performance Standards of Excellence skills 1015, 1016, 1029, and 1114; Free Enterprise and Consumer Education objectives 37 and 38; and Comprehensive Tests of Basic Skills objective 87)

I Introduction
(Curriculum Frameworks Intended Outcome 13; Student Performance Standards of Excellence skills 1016, 1029, & 1114; Free Enterprise and Consumer Education objectives 37 & 38; and Comprehensive Tests of Basic Skills objective 87)

A. Discussion of How the Historian Learns About the Past
   1. use of different sources
      a) primary
      b) secondary
      c) letters
      d) diaries
      e) eyewitness accounts
      f) photographs
      g) newspapers
      h) research methods
   2. importance of photographs
      a) primary source
      b) what can be learned from photographs
         1) clothing styles
         2) buildings
         3) housing
         4) transportation
         5) use of animals
         6) types of businesses
         7) social changes
         8) important items in society
      c) can photographs lie

II Lobby Photographs
(Curriculum Frameworks Intended Outcomes 9 & 13; Student Performance Standards of Excellence skills 1015, 1016, 1029, & 1114; Free Enterprise and Consumer Education objectives 37 & 38; and Comprehensive Tests of Basic Skills objective 87)

A. Categorization
1. major topics are titled
   a) similar to a library
   b) easy to find information
   c) similar to a card catalog
2. tour of lobby
   a) point out major categorizations

B. Lobby Photograph Study Sheet
1. give each student the Lobby Photograph Study Sheet
2. students select any photograph to study and analyze
3. students are to look at the photograph carefully and find everything which is included in the photograph
4. students volunteer to tell a story based on their observations of the photograph

C. Reaching Conclusions Using Photographs
1. give each student the Reaching Conclusions Using Photographs Sheet
2. students find the answers to the ten questions using the photographs contained in the lobby
3. the answers to these questions will help us learn about our area at the turn of the century

D. Discussion
1. have students answer each question
2. ask discussion questions
   a) What did you learn about our area at the turn of the century?
   b) Which photograph did not help you learn about our area at the turn of the century?
   c) Which other photographs in this area would help you learn about our area at the turn of the century?
   d) Does the canoe help you learn about our area? At the turn of the century?
   e) Someone volunteer to tell me about our area at the turn of the century based on your answers to the questions.

f) Do you have a complete picture of the history of our area at the turn of the century? Why or why not?
g) What other information might we need to gain a compete history of our area at this time?
h) What conclusions can you draw about our area at the turn of the century?
i) Did you discover any photographs which conflicted with each other? Combine the information presented to conclude why these conflicts might exist.
j) Evaluate your data in regards to its use in learning about our area.

APPENDIX I

LOBBY LEARNING ACTIVITY PACKET

LOBBY LEARNING ACTIVITY PACKET

LOBBY PHOTOGRAPH STUDY SHEET

1. Write a brief description of the photograph you have chosen.

_____

_____

_____

2. What is the main object in the photograph?

_____

3. What other items are included (possibly by mistake)?

_____

_____

4. Describe the people in the photograph.

a) How many? _____

b) What kind of clothing? _____

_____

c) What are the people doing? _____

_____

5. Describe the buildings in the photograph.

a) How many?_____

b) For what was the building used? _____

_____

c) What building materials were used? _____

_____

d) Describe any unusual architectural features of the building.

_____

_____

6. Describe other items in the photograph.

a) Animals _____

b) Transportation methods _____

_____

c) Evidence of weather conditions _____

_____

7. What conclusions can you draw from looking at this photograph?

_____

_____

8. Evaluate your conclusions based on your knowledge of local history.

_____

_____

_____

_____

9. Write a short story about our area in 1900.

_____

_____

_____

_____

_____

_____

10. Imagine you are living here in 1900. What do you predict our area will be like in 1988?

_____

_____

_____

_____

11. The photographs are arranged in a simple manner. Formulate a new classification method for the photographs on display. (example: animals)

_____

_____

BEING AN HISTORIAN

Reaching Conclusions Using Photographs

1. In 1910, what could one buy in the store owned by D. L. Thrasher?

_____

2. What was the featured drink at the Clyde Pharmacy?

_____

3. How long did T. W. Lawton serve as Superintendent of the school system?

_____

4. How did celery growers protect the stalks and keep them white?

_____

5. What is the Big Tree?

_____

6. The City House was one of the largest formal hotels in the area. List three of the famous people who stayed there.

_____

_____

_____

7. The fire department had two mascots. What were their names?

_____

8. When did the Giants baseball club train in our area?

_____

9. What was the Super Store?

_____

10. Which bank paid four percent (4%) interest in 1910?

_____

11. Select photographs which show industries no longer present in our area.

_____

_____

_____

_____

12. Combine the knowledge you gained from the two exercises to make an inference about the business climate of our area around 1900.

_____

_____

_____

_____

13. Write a paragraph about our area around 1900.

_____

_____

_____

_____

_____

_____

14. Compare our area today with 1900.

TODAY	1900

15. Select one photograph which shows a fact and one which shows a fallacy.

FACT_____

FALLACY_____

Why does the selected photograph show a fallacy?

_____

16. Would you rather live here in 1900 or today? Justify your answer.

_____

_____

_____

_____

17. What do you predict our area will be like in the year 2000?

_____

_____

_____

BEING AN HISTORIAN

Reaching Conclusions Using Photographs

Answers

1. dry goods--men's and boy's clothing
2. Coca-Cola
3. 36 years
4. wrapped them in heavy paper to protect them from the sun
5. the nation's largest cypress tree
6. President Grant
   President Cleveland
   President Roosevelt
7. Bull and Bessie
8. 1940's
9. a wagon pulled by a mule
10. Peoples Bank

APPENDIX J

CRAFTS ROOM CURRICULUM

CRAFTS ROOM CURRICULUM

OBJECTIVE

1. The student will understand pioneer life by observing and participating in various pioneer crafts and games. (Curriculum Frameworks Intended Outcomes 1, 9, and 13; Student Performance Standards of Excellence skills 1092, 1114, and 1169; Free Enterprise and Consumer Education objectives 14, 17, and 32; and Comprehensive Tests of Basic Skills objectives 86, 87, and 90)

I Introduction
(Curriculum Framework Intended Outcomes 1, 9, & 13; Student Performance Standards of Excellence skill 1092; Free Enterprise and Consumer Education objectives 14 & 17; and Comprehensive Tests of Basic Skills objectives 87 & 90)

A. Effects of technology on the pioneer
   1. self-sufficiency
   2. changing home life
      a) life became easier
      b) more goods can be produced

II Items of Everyday Life
(Curriculum Frameworks Intended Outcomes 1, 9, & 13; Student Performance Standards of Excellence skills 1092, 1114, & 1169; Free Enterprise and Consumer Education objectives 14 & 32; and Comprehensive Tests of Vasic Skills objectives 87 & 90)

A. rug beater
   a) explain use

B. iron
   a) explain use

C. washboard
   a) explain use
   b) discuss washday

D. apple peeler
   a) demonstrate

E. butter churn
   a) make butter
   b) butter mold

F. Stereo-optican viewer
   1. show cards

III Spinning
Curriculum Frameworks Intended Outcomes 1, 9, & 13; Student Performance Standards of Excellence skills 1092 & 1114; Free Enterprise and Consumer Education objectives 14, 17, & 32; and Comprehensive Tests of Basic Skills objectives 86, 87, & 90)

A. Fleece
   1. "in the grease"
      a) unwashed
      b) show sample and pass around
   2. washed
      a) to remove oils
      b) show sample and pass around
   3) carding
      a) show cards
      b) this step untangles wool
      c) demonstrate the process of carding

B. Dyeing
   1. sources
      a) indigo
         1) blue
         2) red
      b) onion skins
         1) yellow
      c) goldenrod
      d) marigold
      e) iron
      f) copper
      g) tin

C. Student Participation
   1. give students some fleece
   2. ask them to make thread
   3. explain how difficult it is to simply pull or twist fleece into yarn
   4. this is why a spinning wheel was used

D. Demonstrate Spinning Wheel

IV Weaving
(Curriculum Frameworks Intended Outcomes 1, 9, & 13; Student Performance Standards of Excellence skills 1092 & 1169; Free Enterprise and Consumer Education objectives 14, 17, & 32; and Comprehensive Tests of Basic Skills objectives 86 & 87)

A. Steps Required to Set up Loom
   1. warping
      a) the threads through which one weaves
   2. warping board
      a) results in lengths of warp which are threaded on the loom
      b) process takes three to four hours

B. Parts of the Loom
   1. castle
   2. heddles
   3. beater bar
   4. pedals
      a) to move warp and allow patterns to be formed

C. Student Participation
   1. demonstrate weaving
   2. allow students to weave

V Candle Making
(Curriculum Frameworks Intended Outcomes 1, 9, & 13; Student Performance Standards of Excellence skills 1092, 1114, & 1169; Free Enterprise and Consumer Education objectives 17 & 32; and Comprehensive Tests of Basic Skill;s objective 86 & 87)

A. Types of Wax
   1. parafin
      a) introduced in 1860
      b) show example
   2. bee's wax
      a) show example

B. Tallow
   1. left-over animal fat
      a) burned unevenly
      b) melted in the summer
      c) mice ate it

C. Two Methods
   1. molds
      a) show mold
      b) explain its use

2. dipping
   a) show wick
   b) show stages of candle making

D. Student Participation
   1. demonstrate candle dipping
   2. allow students to dip candles

VI Toys and Games
(Curriculum Frameworks Intended Outcomes 1 & 13; Student Performance Standards of Excellence skills 1092, 1114, & 1169; Free Enterprise and Consumer Education objectives 17 & 32; and Comprehensive Tests of Basic Skills objective 87)

A. Show and Demonstrate Examples
   1. cup and ball
   2. whimmy diddle
   3. woodpecker
   4. Jacob's ladder
   5. magic wallet
   6. two men on a ladder
   7. hoops
   8. ox yoke
   9. nail puzzle

VII Student Participation

A. Exploration Time
   1. students will be given time to participate in the crafts and use the toys and games

APPENDIX K

OBSERVATION INSTRUMENT FOR CRAFTS ROOM

OBSERVATION INSTRUMENT FOR CRAFTS ROOM

DATE: _____

SCHOOL: _____

NUMBER OF STUDENTS: _____

ITEM	NUMBER OF STUDENTS ENROLLED	NUMBER OF STUDENTS PARTICIPATING
apple peeler	_____	_____
butter churn	_____	_____
stereo-optican viewer	_____	_____
cards	_____	_____
thread making	_____	_____
weaving	_____	_____
candle making	_____	_____
cup and ball	_____	_____
whimmy diddle	_____	_____
woodpecker	_____	_____
Jacob's ladder	_____	_____
magic wallet	_____	_____
two men on a ladder	_____	_____
hoops	_____	_____
ox yoke	_____	_____
nail puzzle	_____	_____

TOTAL NUMBER OF STUDENTS PARTICIPATING IN ACTIVITIES

_____

APPENDIX L

SELECTED STATE CURRICULUM FRAMEWORKS
INTENDED OUTCOMES

SELECTED STATE CURRICULUM FRAMEWORKS INTENDED OUTCOMES

COURSE TITLE: MIDDLE/JUNIOR BASIC UNITED STATES HISTORY

The Museum program will enhance the student's ability to accomplish the following Intended Outcomes.

Intended Outcome #1 - Recognize relationships between past and present.

Intended Outcome #2 - Understand the importance of physical and cultural geography upon the development of the United States.

Intended Outcome #3 - Identify important persons, events, and trends in United States history.

Intended Outcome #4 - Identify important persons, events, and trends in local history.

Intended Outcome #5 - Recognize that there are multiple interpretations of any historical event.

Intended Outcome #6 - Identify the contributions of various ethnic and cultural groups to the development of the pluralistic society of the United States.

Intended Outcome #7 - Understand cause and effect relationships in historical development.

Intended Outcome #9 - Understand that scientific and technological changes have influenced the historical development of the United States.

Intended Outcome #10 - Understand the basic concepts of the free enterprise system as practiced in the United States.

Intended Outcome #13 - Utilize the appropriate vocabulary, geographic, reference/study, critical thinking, and decision-making skills.

COURSE TITLE: MIDDLE/JUNIOR UNITED STATES HISTORY

The Museum program will enhance the student's ability to accomplish the following Intended Outcomes.

Intended Outcome #1 - Understand the relationships between past and present.

Intended Outcome #2 - Explain the impact of cultural and physical geography upon the development of the United States.

Intended Outcome #3 - Explain the importance of individuals, events, and trends in United States history.

Intended Outcome #4 - Explain the importance of individuals, events, and trends in local history.

Intended Outcome #5 - Understand that there are multiple interpretations of any historical event.

Intended Outcome #6 - Explain the significance of the contributions of various ethnic and cultural groups to the development of the pluralistic society of the United States.

Intended Outcome #7 - Understand how cause and effect relationships precipitate change in the development of the United States.

Intended Outcome #9 - Explain how scientific and technological changes influenced the historical development of the United States.

Intended Outcome #10 - Explain the basic concepts of the free enterprise system as practiced in the United States.

Intended Outcome #13 - Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills.

COURSE TITLE: MIDDLE/JUNIOR ADVANCED UNITED STATES HISTORY

The Museum program will enhance the student's ability to accomplish the following Intended Outcomes.

Intended Outcome #1 - Analyze the relationships between past and present.

Intended Outcome #2 - Analyze the relationships between the physical and cultural aspects of geography on the development of the United States.

Intended Outcome #3 - Assess the impact that major individuals, events, and trends have had on United States history.

Intended Outcome #4 - Assess the impact that major individuals, events, and trends have had on local history.

Intended Outcome #5 - Understand that there are multiple interpretations of any historical event.

Intended Outcome #6 - Analyze the significance of the contributions of various ethnic and cultural groups to the development of the pluralistic society of the United States.

Intended Outcome #7 - Analyze how cause and effect relationships precipitate change in the development of the United States.

Intended Outcome #9 - Evaluate how scientific and technological changes have influenced the historical development of the United States.

Intended Outcome #10 - Analyze basic concepts of the free enterprise system as practiced in the United States.

Intended Outcome #13 - Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills.

APPENDIX M

SELECTED STUDENT PERFORMANCE
STANDARDS OF EXCELLENCE SKILLS

SELECTED STUDENT PERFORMANCE STANDARDS OF EXCELLENCE
SKILLS

The Museum program will enhance the student's ability to accomplish the following skills.

SKILL #1015 - Synthesize information and ideas from conflicting sources.

SKILL #1016 - Identify bias and how it affects explanation of data.

SKILL #1027 - Explain the short and long-range effects of specific changes as they relate to major state, national, and world events.

SKILL #1028 - Explain causes and consequences of specific historical events.

SKILL #1029 - Demonstrate the concept of arbitrary periodization of history into appropriate time frames as it relates to western and non-western societies.

SKILL #1030 - Explain the significance of specific changes from the perspectives of various ethnic groups, social classes, and cultures.

SKILL #1069 - Explain the difference between elastic and inelastic demand and state an example of each.

SKILL #1070 - Define and cite examples of substitute goods and complementary goods.

SKILL #1091 - Identify major historical events and trends that have shaped the global development of human culture.

SKILL #1092 - Identify the technologies, institutions, languages, and beliefs which link the different peoples of the world.

SKILL #1111 - Given a dilemma situation, identify possible consequences and propose reasons for each.

SKILL #1112 - Predict behavior from knowledge of beliefs and values.

SKILL #1114 - Describe means of transmitting beliefs and values among family members, peer groups, and different cultures using accommodation, acculturation, assimilation, direct transmission, and socialization.

SKILL #1169 - Give examples of the positive and negative influences which technology has had on societal concerns and decisions.

APPENDIX N

SELECTED FREE ENTERPRISE AND CONSUMER EDUCATION OBJECTIVES

SELECTED FREE ENTERPRISE AND CONSUMER EDUCATION OBJECTIVES

The Museum program will enhance the student's ability to accomplish the following objectives.

OBJECTIVE #2 - Identify private property as the basic foundation of a free enterprise system.

OBJECTIVE #14 - Identify why scarcity requires choices.

OBJECTIVE #17 - Define production as the creation of goods or services.

OBJECTIVE #19 - Identify how substitutions can be used when a resource becomes more scarce.

OBJECTIVE #21 - Identify the factors of production as natural resources, labor, capital, and management.

OBJECTIVE #31 - Define exchange as obtaining goods and services from others in return for money, credit, or other goods and services.

OBJECTIVE #32 - Define technology as the use of tools and/or knowledge to produce goods and services.

OBJECTIVE #35 - Define marketplace as a setting where goods or services are bought, sold, or traded.

OBJECTIVE #36 - Define supply as the amount of goods or services that sellers are willing to sell.

OBJECTIVE #37 - Name some factors which may influence the supply of a good or service.

OBJECTIVE #38 - Name some factors which may influence the demand of a good or service.

OBJECTIVE #43 - Define price as the money value set for a good or service.

OBJECTIVE #50 - Define consumption as the use of goods and services.

APPENDIX O

SELECTED COMPREHENSIVE TESTS OF BASIC SKILLS OBJECTIVES

SELECTED COMPREHENSIVE TESTS OF BASIC SKILLS OBJECTIVES

The Museum program will enhance the student's ability to accomplish the following objectives.

LEVELS D, E, F, G, H, and J

OBJECTIVE #86 - The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

LEVELS D, E, F, G, H, and J

OBJECTIVE #87 - The student will demonstrate an understanding of historical persons, events, or eras.

LEVELS D, E, F, G, H, and J

OBJECTIVE #89 - The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

LEVELS F, G, H, and J

OBJECTIVE #90 - The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

APPENDIX P

LOG

LOG

DATE: _____

AREA: PIONEER ROOM

SUCCESSFUL METHODS:

UNSUCCESSFUL METHODS:

INTERPRETER CONCERNS:

AREA: LOBBY

SUCCESSFUL METHODS:

UNSUCCESSFUL METHODS:

INTERPRETER CONCERNS:

AREA: CRAFT'S ROOM

SUCCESSFUL METHODS:

UNSUCCESSFUL METHODS:

INTERPRETER CONCERNS:

APPENDIX Q

METHODS OF DELIVERY IN STUDENT TOUR PROGRAMS

METHODS OF DELIVERY IN STUDENT TOUR PROGRAMS

TOUR GUIDE ACTIVITIES

PRIMARILY VERBAL

1. stating facts and concepts
2. asking questions
3. answering questions
4. telling anecdotes and stories
5. telling jokes
6. making comparisons
7. asking for verbalization
8. listing names
9. stating records (biggest, smallest, oldest, etc.)
10. initiating guessing games

PRIMARILY PHYSICAL

1. showing exhibits
2. showing objects or materials
3. role playing and play acting
4. demonstrating
5. showing slides, dioramas, scenes, paintings, and photos
6. wearing costumes

STUDENT ACTIVITIES

PRIMARILY VERBAL OR COGNITIVE

1. listening
2. seeing things that are shown
3. asking questions
4. answering questions
5. verbalization of ideas
6. making associations and comparisons
7. guessing games
8. role playing and role acting

PRIMARILY PHYSICAL

1. games
2. working artifacts
3. using materials
4. making things
5. physically examining and touching objects
6. smelling and tasting
7. role playing and play acting
8. wearing costumes

APPENDIX R

PRE-VISIT ACTIVITIES

PRE-VISIT ACTIVITIES

1. Have students go back in time. They are to keep a travel diary which details sights, sounds, problems, and feelings as they begin their pioneer experience. Students should name people they would choose to go with them, list the equipment they will need, and hypothesize the problems they might encounter on their trip.

2. List as many reasons you can think of which would explain why someone would leave his surroundings and become a pioneer.

3. What would you see, feel, hear, and touch on a ship as you travel to the New World? You may write a few paragraphs, write from the perspective of one sense, or make a diary entry.

4. Write an essay entitled "I believe the problems faced by the pioneers were..." Have students read their essays to the class. Have the class decide how the pioneer might have solved these problems. How did the pioneer adjust his life to take these problems and solutions into account?

5. Before visiting the Museum, have the students list twenty words which describe life on the frontier. After visiting the Museum, have the students revise their list of words.

6. Conduct a debate between settlers who want to settle in a particular area and those who want to move onward. Allow time for research into a particular area of settlement before the debate.

7. Prepare charts showing immigration for various periods of United States history (i.e. the colonial period, the late 1800's, etc.). Determine when the greatest number of immigrants came to the United States and from where they came. Compile a list of problems you think these pioneer had to face.

8. Talk to your parents about your family's history. Try to find out when important "pioneering" events occurred. Make a time line which shows these events. You may draw pictures to illustrate each event. You might use the left side of your time line for your family's history and the right side for important events in United States history. This will enable you to relate important family events to United States history.

9. Talk to your parents about your family's history. Try to find out when and where your family first arrived in the United States. Did they move to another part of the country? Would you consider any of your ancestors pioneers? Why or why not? Write a short history of your family's pioneering experiences.

10. An 1842 "Pioneers Handbook" quoted prices for some basic tools and stock. Each settler would bring most of these items and share with others. Try to figure out how much each of the items in the following list would cost the pioneer. Be sure you know what each item is.

a. 1 yoke oxen	($50.00)
b. 1 double wagon	($40.00)
c. 1 cow	($15.00)
d. 2 log chains	($ 8.00)
e. 1 spade and hoe	($ 2.50)
f. 1 ax	($ 2.00)
g. 1 cradle and scythe	($ 2.00)
h. 1 saw	($ 1.00)
i. 2 chisels	($ 1.00)
j. 2 augers	($ 1.00)
k. 1 rake and pitch fork	($ 1.00)
l. 1 hammer and 10 lbs. nails	($ 1.00)

11. Assume you are a pioneer. You will need and/or want to take certain items with you on your journey. Some of these items might make your journey more comfortable while other items might make setting up your new home easier.

a. Study the following list of items. Place a check in the "yes" column if you believe you MUST take that item with you. Place a check in the "no" column if you believe that item should not be taken on your pioneering journey. Make intelligent choices and take only what you believe is necessary.

YES	NO	ITEM	YES	NO	ITEM
__	__	dishes	__	__	coffee
__	__	cutlery	__	__	handsaw
__	__	pail	__	__	chisel
__	__	kettle	__	__	rifle
__	__	pots	__	__	ammunition
__	__	table	__	__	books
__	__	rocking chair	__	__	hammer
__	__	crib	__	__	pump
__	__	mattress	__	__	bed frame
__	__	candles	__	__	stove
__	__	ax	__	__	ice box
__	__	knife	__	__	butter churn
__	__	fishing gear	__	__	plow
__	__	seeds	__	__	bucket
__	__	flour	__	__	dough box
__	__	blankets	__	__	apple peeler
__	__	music box	__	__	washboard
__	__	rope	__	__	iron

YES	NO	ITEM	YES	NO	ITEM
__	__	panes of glass	__	__	firewood
__	__	pitcher	__	__	grandfather clock
__	__	nails	__	__	spinning wheel
__	__	scythe	__	__	loom
__	__	salt pork	__	__	corn kernels
__	__	hoe	__	__	bellows
__	__	shovel	__	__	desk

b. Review the items checked under the "YES" column. Which five items are the most important? (1 = most important, 2 = next most important, etc)

1. _____
2. _____
3. _____
4. _____
5. _____

c. Why did you choose these as the most important items?

_____

_____

_____

_____

d. If you could add one more item, what would it be?

_____

e. Why did you choose this item?

_____

_____

f. Discuss your choices with your classmates. Did they think the same items were as important as you did? Try to convince them that the items you chose are the most important ones to take on your journey.

APPENDIX S

POST-VISIT ACTIVITIES

POST-VISIT ACTIVITIES

1. Write a Captain's log. Imagine that you are taking 40 colonists to the New World. Include in your log problems you would face and how they would be solved, your motives for taking the colonists to the New World, your treatment of the colonists, and the like.

2. Use the library to find out when and from where each of the following products were introduced into European culture.

   a. corn
   b. chocolate
   c. peanuts
   d. beans
   e. squash
   f. potato
   g. pepper (vegetable)
   h. tomato

3. Complete a research project on one of the pioneers of your state.

4. Describe one aspect of frontier life. Make your description as vivid as possible.

5. Write a short essay comparing frontier life with life of today.

6. Compare a day in your life with what you think a day in the life of a pioneer would be like.

7. Describe a pioneer man's daily life. Describe a pioneer woman's daily life. Describe a pioneer young person's daily life.

8. Describe what you think would be a typical day in the life of a pioneer. Be sure to include such items as chores, hunting food, growing crops, taking care of the homestead, and the like.

9. Imagine you are a pioneer. Write a letter to a member of your family who did not come with you. Describe your feelings, any problems you have encountered, and your dreams for the future.

10. GROUP WORK--Write an ideal document to govern your pioneer village. Be sure to take into account such items as a mixed population and diverse economic interests. Share your document with the class. Discuss why certain provisions were included in your document.

11. Divide students into groups to collect information about settling different areas of our country. Prepare a chart including information about when the area was settled, the environment, transportation, settlers' motivations, large towns, occupations, hardships, and the like. Compare the areas. What generalizations can be drawn? Analyze information to determine any cause/effect relationships. What problems could have been anticipated due to the differences of the areas? How could they have been resolved?

12. ROLE PLAYING--Have students assume the parts of the farmer, the wife, the daughter, the son, and the trader. Assume each family member wants some special item from the trader (such as a gun stock, a doll, some lace, and the like). Have each family member attempt to convince the father how necessary it is to purchase their special item and then have the father barter with the trader for the items he has been convinced to acquire.

13. Write an essay about the pioneer experience entitled: "The American Dream: Fulfilled or Failure?" Give examples to support the position you take.

14. Write a description of the characteristics of the "ideal" or "perfect" pioneer.

15. Create a mural which shows a number of aspects about a pioneer's life.

16. Have students create an "Early Pioneer Catalog" of items for sale. Sections in the catalog might include furniture, farm tools, kitchen implements, and clothing.

17. Have students recreate the interior of an early cabin.

18. Have students create a cartoon strip about early pioneer life.

19. Have students complete their family tree. Some sources of information are the home, relatives, distant relatives (cousins, etc.), local records (such as newspapers, the library, and census roles), military records, birth and death records, and marriage records. Allow the student to research both sides of his or her family or just one side if so desired.

APPENDIX T

IN-SERVICE AGENDA

IN-SERVICE AGENDA

I Refreshments

II Overview

A. Curriculum Guide

B. Relevance of Program to Curriculum
   1. program areas
      a) Pioneer Room
      b) Lobby photographs
      c) Crafts Room
   2. objectives for each area
      a) Pioneer Room
      b) Lobby
      c) Crafts Room
   3. correlation of program
      a) Department of Education Curriculum Frameworks Intended Outcomes
      b) Student Performance Standards of Excellence
      c) Free Enterprise and Consumer Education
      d) Comprehensive Tests of Basic Skills
   4. pre-visit student activities
   5. post-visit student activities

III Museum Program Participation

A. Pioneer Room
   1. tour
   2. explanation of objectives
   3. complete one activity

B. Lobby
   1. tour
   2. explanation of objective
   3. complete one activity

C. Crafts Room
   1. tour
   2. explanation of activity
   3. complete one activity

IV Closure

A. Questions

B. Discussion

C. Adjournment

APPENDIX U

SCHOOL TOUR REQUEST FORM

SCHOOL TOUR REQUEST FORM

SCHOOL NAME: _____

CONTACT PERSON: _____

ESTIMATED NUMBER OF STUDENTS: _____

DATES DESIRED (Please give three choice combinations)

(1) _____

(2) _____

(3) _____

	TEACHER	# STUDENTS
Day One:	_____	_____
Day Two:	_____	_____
Day Three:	_____	_____
Day Four:	_____	_____
Day Five:	_____	_____
Day Six:	_____	_____

Please return this form via courier to the Student Museum. Your trip date will be confirmed by the Museum secretary. If you have any question, please call the Museum.

APPENDIX V

EVALUATION FORM

EVALUATION FORM

Thank you for participating in the field trip program in social studies at The Student Museum. Please take a few minutes to evaluate the program. Please circle your response to indicate your opinion.

5 = strongly agree
4 = agree
3 = undecided
2 = disagree
1 = strongly disagree

5 4 3 2 1 (1) The activities were appropriate for my students.

5 4 3 2 1 (2) The activities were appropriate to the teaching objectives.

5 4 3 2 1 (3) The Museum field trip will help my students understand the social studies.

5 4 3 2 1 (4) Objective one of the Pioneer Room curriculum was appropriate for my students.

5 4 3 2 1 (5) Objective two of the Pioneer Room curriculum was appropriate for my students.

5 4 3 2 1 (6) The objective for the Lobby curriculum was appropriate for my students.

5 4 3 2 1 (7) The objective for the Crafts Room was appropriate for my students.

5 4 3 2 1 (8) The Museum education program will enhance my students ability to accomplish the selected Curriculum Frameworks Intended Outcomes.

5 4 3 2 1 (9) The Museum education program will enhance my students ability to accomplish the selected Student Performance Standards of Excellence skills.

5 4 3 2 1 (10) The Museum education program will enhance my students ability to accomplish the selected Free Enterprise and Consumer Education objectives.

5 4 3 2 1 (11) The Museum education program will enhance my students ability to accomplish the selected Comprehensive Tests of Basic Skills objectives.

5 4 3 2 1 (12) I would schedule a field trip to the Museum again next year.

(Optional) Please list any additional areas or programs which you would like to see developed at The Student Museum to enhance the middle school social studies program.

_____

_____

_____

_____

APPENDIX W

CRAFTS ROOM OBSERVATION RESULTS

CRAFTS ROOM OBSERVATION RESULTS

Activity	# Students Enrolled	# Students Participating
apple peeler	372	364
butter churn	428	423
stereo-optican viewer	528	528
cards	317	304
thread making	284	277
weaving	497	492
candle making	684	675
cup and ball	582	571
whimmy diddle	341	316
woodpecker	283	274
Jacob's ladder	374	358
magic wallet	178	162
two men on a ladder	387	367
hoops	183	172
ox yoke	115	104
nail puzzle	152	143
Total	5705	5530

Total is greater than 3073 due to students selecting activities in which to participate.

Participation considered successful if the student attempted the activity.

APPENDIX X

STUDENT MUSEUM EVALUATION RESULTS

STUDENT MUSEUM EVALUATION RESULTS

5 = strongly agree
4 = agree
3 = undecided
2 = disagree
1 = strongly disagree

(1) The activities were appropriate for my students.

5 - 97%
4 - 3%
3 -
2 -
1 -

(2) The activities were appropriate to the teaching objectives.

5 - 97%
4 - 3%
3 -
2 -
1 -

(3) The Museum field trip will help my students understand the social studies.

5 - 100%
4 -
3 -
2 -
1 -

(4) Objective One of the Pioneer Room curriculum was appropriate for my students.

5 - 90%
4 - 6%
3 - 3%
2 -
1 -

(5) Objective Two of the Pioneer Room curriculum was appropriate for my students.

5 - 90%
4 - 6%
3 - 3%
2 -
1 -

(6) The objective for the Lobby curriculum was appropriate for my students.

5 - 94%
4 - 6%
3 -
2 -
1 -

(7) The objective for the Crafts Room was appropriate for my students.

5 - 100%
4 -
3 -
2 -
1 -

(8) The Museum education program will enhance my students ability to accomplish the selected Curriculum Frameworks Intended Outcomes.

5 - 97%
4 - 3%
3 -
2 -
1 -

(9) The Museum education program will enhance my students ability to accomplish the selected Student Performance Standards of Excellence.

5 - 90%
4 - 6%
3 - 3%
2 -
1 -

(10) The Museum education program will enhance my students ability to accomplish the selected Free Enterprise and Consumer Education objectives.

5 - 100%
4 -
3 -
2 -
1 -

(11) The Museum education program will enhance my students ability to accomplish the selected Comprehensive Tests of Basic Skills objectives.

5 - 87%
4 - 6%
3 - 5%
2 -
1 -

(12) I would schedule a field trip to the Museum again next year.

5 - 100%
4 -
3 -
2 -
1 -

Note: All percentages are rounded off. Percentages are based on 31 returned forms.